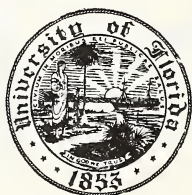


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MANAGEMENT TRAINING: CASES AND PRINCIPLES

By William J. McLarney, University of Maryland

This new text and casebook is designed for college students in the industrial engineering and management curriculum, and it is also well suited for conference programs of management training within industry and in government installations. The contents of the book represent a selection of topics on which there is the greatest need of management training, and the principles that are brought forth were selected because they best meet the needs of management at the first and second lines of supervision. These principles are designed to be discussed within the framework of industrial policies and to be applied in the solution of the cases. The 267 cases in the book come from a wide

range of industries in which the author conducted training programs. Stripped of nonessentials the cases are presented in a form that makes them applicable to industries other than the ones from which they came. Use of these cases will show the student how management principles may be applied or modified to fit a variety of situations and how company policies need to be interpreted or modified in terms of basic principles. The book is ideally suited for courses in foremanship and problems of supervision and as supplementary material for courses in industrial management and personnel management. Won't you send for your examination copy of this book today?

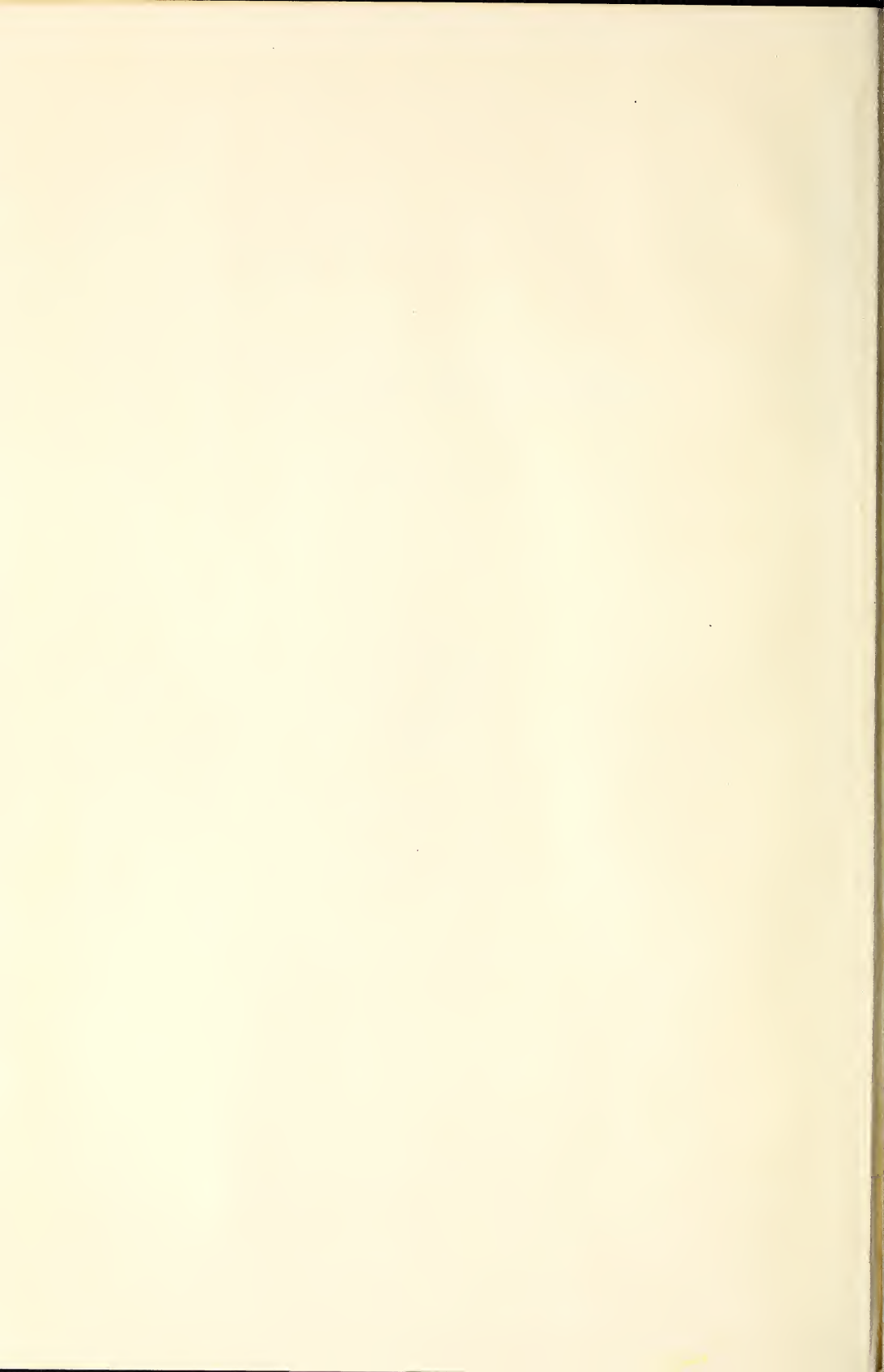
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Cases and Principles



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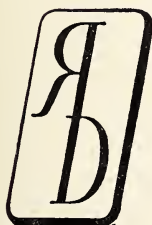
TRAINING

CASES AND PRINCIPLES

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1952

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First Printing, February 1952

PRINTED IN THE UNITED STATES OF AMERICA

TO

MY WIFE, HELEN

10-11-65
L. B. Hooley



FOREWORD

TO THE TRAINING DIRECTOR

This book supplies cases and principles to be used in a conference program of management training. It is fitted to the first-line supervisor and the middle-management man and is designed to improve the performance of men on these jobs and to prepare men to advance to such jobs.

The conference case-study method of training men is successful because it requires and gets active participation of the men being trained. In group discussion of cases and the principles they involve, a management man profits by the interchange of ideas with other supervisors having like problems, and he evaluates solutions not only in terms of his own job but in terms of their jobs and the organization as a whole. He develops skill in analyzing problems and applying principles and techniques within the framework of the policies of his own organization in order to get realistic, workable, and effective solutions. He carries back to his job an understanding of the principles of good management and a method and habit of applying them to his problems.

By supplying cases and principles keyed to the first-line supervisor and the middle-management man, this book relieves the conference leader of having to spend his time and energy gathering materials beforehand and then having to spend the time of the conferees while he develops cases and principles during the conference. When the conferees have before them the cases and the principles,

the whole time of the conferences can be devoted to the *solution* of cases and the *application* of principles.

This training course is divided into four parts:

Part I, "The Management Team," is designed to emphasize the managerial aspects of supervisory jobs, to analyze the organization as a whole, and to place the supervisor in his relationships to the other members of management and as a link in the chain of command. It sets up management's job, its responsibilities and problems, and the framework within which it operates. It presents a technique for problem solving. The purpose of studying the whole body of management and the functions of its members is to build a more effective management team.

Part II, "Job Management," is designed to help the supervisor do a better job of managing his unit or section—to improve his performance by more effective methods of utilizing and combining the resources and services available to him. It deals with his job in terms of planning, understanding motion-economy principles, improving methods, setting up standards of work performance, and evaluating employees.

Part III, "Developing the Work Team," takes up the supervisor's job of human relations—the handling of his men as individuals with differing wants and capacities, fitting them to jobs, training them to develop their abilities, utilizing the principles of learning, and the handling of inductions, transfers, and promotions. It analyzes also the supervisor's relations to his men as a group that is banded into an informal organization which must be guided and directed into channels in harmony with the aims of the formal organization.

Part IV, "Maintaining the Work Team," is designed to help the supervisor use and improve his own leadership abilities and to develop good attitudes in his work force. It shows those factors which operate to build high morale, and it provides techniques for the correct handling of problems of discipline, tardiness and absenteeism, and gripes and grievances.

Setting the course up in four parts provides for flexibility in scheduling training programs. The division of the subject matter is such that the company can draw upon the services of specialists to be conference leaders. The handling might be:

Part I—by a representative of the line organization

Part II—by representatives of the industrial engineering department and personnel department

Part III—by a representative of the training section

Part IV—by a representative of the personnel department or of the line organization

The course is set up in eighteen chapters. Normally two conferences are spent on each chapter. In the first conference, cases are discussed, analyzed, and solved. In the second conference the principles are discussed, not in the abstract, but in terms of the situations portrayed in the cases. This treatment is for the experienced supervisor. Starting off each topic with cases opens up the field, starts discussion on something concrete—something within a man's experience—and whets his appetite to find out why a thing is right or wrong, what principles are involved, and how those principles are applied.

At the end of each chapter there is a page entitled "Following Up on the Job," which is a list of questions for the use of the supervisor on the job. He can go over the questions himself, or his superior can go over them with him, to see how well he is applying to his work the principles of good management.

Inexperienced supervisors and students will find the going easier if they reverse the order—studying the principles of each chapter first and then discussing the cases. This combining of principles and cases is a valuable preparation for students who plan to enter industry, because it acquaints them with the types of situations they will run into in the field. The author has used these cases successfully in college classes over a period of years.

A separate manual is available to conference leaders. It gives suggestions on how to prepare for and conduct group discussions. It also contains a list of suggested questions for guiding the discussions on each topic.

The contents of the course represent a selection of topics on which there is the greatest need of management training and which, for the time involved, yield the greatest results. They were chosen from successful training programs conducted by the author and were arranged to cover the most important parts of a supervisor's job. And because a supervisor has to get things done through people, and with people, and for people, this book deals with his job from a realistic human-relations angle.

The 267 cases in the book came from industries in which the author conducted training programs. In a period beginning in World War II and continuing to the present, the author collected these cases from, and used them in, aircraft companies, shipyards, manufacturers of machine tools and hand tools, furniture manufacturers, railroads, power companies, and a wide variety of government installations.

The cases have been stripped of the nonessentials of their backgrounds and are presented in a form that makes them applicable to industries other than the ones from which they came. The cases may appear bare and without all the facts; but the inclusion of too many facts on a case drags it out, causes bickering over detail, and often beclouds the issue instead of developing it. These cases, being bare, can be dressed, when necessary, in *essential* facts to fit the specific company and then solved in line with the policies and conditions of the company.

These cases are workable ones on which conferees can show how principles should be applied or modified to fit the situation and how company policies need to be interpreted or modified in terms of basic principles. Most of the cases involve more than one principle. Their inclusion under one topic rather than under another is not for the purpose of limiting discussion; they should not be warped to fit a single principle.

The inclusion of more than a dozen cases on each topic permits a choice of those that best fit the conference group. The number of cases to be discussed will vary with the topic and with the group.

The principles of good management presented in this course are not new or revolutionary; they are taken from the literature of management and selected and arranged to meet the needs of a conference training program for first-line supervisors and middle-management men. They are presented to be discussed and to be interpreted in the framework of company policies and conditions, and to be applied in the solution of problems and thus made a part of a man's thinking.

TO THE CONFEREES

These cases and principles are for group use. A man solving a problem by himself sees it only from his own angle and decides on a solution that is based on his own knowledge and experience. But

one man's solution is seldom as comprehensive as a solution that is the product of group thinking and group experience. When a group is trying to arrive at the most practical solution—the one that will work in this instance—each man contributes his experiences of what has succeeded or failed in the past, the techniques he used, and the cautions he found necessary to observe. It is from the pooling of this knowledge and experience that a solution is arrived at and agreed upon; and it is this fund of knowledge and experience that a group member should draw upon for his own use.

Most of today's supervisors are acquainted with the principles of good management through study and experience. A conference group of experienced supervisors should look over the cases on a chapter and select the ones of most interest to them, then as a group work out practical solutions through a give and take of ideas and experiences. At the next conference the group should discuss the principles that were brought out in the cases at the previous meeting, showing how these principles can be applied in their own organization.

When the conference group is made up of middle-management men, they should concentrate on the more difficult cases—since the more difficult cases are more typical of the problems that middle-management faces—and they should think critically in terms of the effectiveness of present company policies and organization structure. However, they should not neglect the cases that refer primarily to the first-line supervisor. Solving them will bring home some of the problems that plague their subordinates. First-line supervisors are inclined to say about cases: "The boys upstairs could use some of this. How can we follow principles when they violate them?"

At the end of each chapter is a list of questions entitled "Following Up on the Job." The supervisor should go over these lists periodically to see to what extent he is applying the principles and techniques brought out in the course. Or the supervisor's boss could go over the lists with him; this is especially helpful to the man who is new to the job of supervision.

A group that lacks supervisory experience or has only a limited amount of it should study and discuss principles first and then apply them in case discussions. Using the cases as a means of showing the application of principles within the framework of a specific company is of great value in training new supervisors

and in training groups of young college-graduate employees who are being put through management-training programs such as loop courses, cadet courses, and test courses.

When this book is used as a text for college students in engineering or in industrial management curricula, it is recommended that they study the principles in each chapter before handling the cases.

And finally—a word of cheer. Some of these cases are difficult to solve. Some of these problems have been going on for a long time and still have no ideal solutions. This should not be reason for discouragement; these cases deal only with the imperfections in the industrial setup. The psychiatrist who deals with abnormal cases day in and day out may be tempted to think that everybody is a bit crazy. So, in dealing with cases of industrial problems, remember that there is much more right than wrong with American industry; otherwise America would not have the material wealth she enjoys today.

ACKNOWLEDGMENT

The author wishes he could thank individually the supervisors who contributed the cases upon which this book is based. Because this is impossible, he hopes that their contributions will make the job of supervision easier for other supervisors.

Since the principles of management set forth in the text contain little that is new, they must necessarily have come from the literature of management—the books from which the author learned the business and taught the subjects and on which he drew in setting up training programs from which this book has evolved. The reading lists contain some of the leading books in the field; but, in addition to them, the author drew on other sources—pamphlets, training programs, and government publications. Therefore, he wishes to acknowledge his indebtedness to all the authors, teachers, and associates whose ideas he has drawn upon.

The author wishes to express his gratitude to Thomas P. Imse for his careful reading of the manuscript and to Helen Jolly for her assistance in getting the copy ready on time.

WILLIAM J. McLARNEY

COLLEGE PARK, MARYLAND
February 1, 1952

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PART I
THE MANAGEMENT TEAM



1. MANAGEMENT'S JOB

CASE STUDIES

MANAGEMENT'S job is primarily the task of getting things done through people, and this requires planning, organizing, directing, co-ordinating, and controlling. The handling of these five tools is a continuing process of problem solving.

The fourteen cases here are presented to stimulate thinking about the content of the job of management and about the underlying principles of good management and the need to observe these principles.

The introductory note to the conferees, in the Foreword, gives suggestions on how to choose cases for discussion and how to attack them.

CASE 1

You have been a successful first-line supervisor for a number of years in a large well-run organization. The other day your boss told you that there is a possibility that a good job will open up for you if you can train a man to take your place.

You believe that your assistant, John Jones, could fill your job if he were trained. He has been working for you as an assistant for about a year, but most of his job has been routine paper work. During this time his contacts with the men in your section and other sections have been quite limited. Previously, however, when he was one of the rank and file, he knew the work of the section, did a good job, and was well liked.

You are anxious to train him so that he will get a good start. Also, you don't want him to fail and cause you to be recalled. Therefore, as the first step in your training program, you start to analyze the content of your job.

List the duties that he will have to assume if he is to take over your job.

CASE 2

You are a first-line supervisor, and your section has been expanding so rapidly that you will soon need an assistant. The boss has given you the go-ahead on selecting a man from the ranks. However, before he will o.k. him, he wants to be sure that you have selected good management material; he wants to be sold.

1. What qualifications should you look for?
2. How are you going to sell your boss on the qualification requirements you set up in the description of this job?
3. How are you going to convince your boss that the man you select has these qualifications?

CASE 3

Very recently, Jack and Harry were made first-line supervisors. They had no previous supervisory experience. Following are three of the situations they fell into last week:

Situation 1. An order came down through regular channels to Jack for him to have a certain job done. He assigned three men to it and told them to see that the job was done correctly. Three days later he was called in by his superior and reprimanded because the job was not done correctly. Jack claimed that he was not to blame—that he had assigned the job to three of his men and they must have fallen down on the job.

What principle of good management did Jack fail to observe?

Situation 2. An order came down through channels to Supervisors Jack and Harry to use their combined groups to do a piece of work. The work was done but not in a satisfactory manner. When Jack was called in by his superior, he said that he had understood that Harry would make the final check on the work. When Harry was called in, he said that his understanding was that Jack would make the final check.

What is wrong in the above situation?

Situation 3. Supervisor Harry, while walking through Supervisor Jack's section, observed two men wasting time. He reprimanded them and told them to get to work.

What principle of good management did Harry violate?

Harry and Jack come to you, a fellow-supervisor, and ask you for some tips on how to supervise. List a half-dozen additional principles you would set up for them to observe in order for them to keep out of trouble.

CASE 4

You have recently been assigned as supervisor of a section. The supervisor whose place you are taking is being left on the job for a period to train you, but he is so busy cleaning up old work before leaving that he has shown you very little concerning your duties. As a result, you are becoming acquainted with the personnel of the section but not with the work. You find that the old supervisor has been running a one-man show and that the morale of the workers is not too good.

1. Since the old supervisor seems to have his hands full, how are you going to get acquainted with the job?
2. Should the conditions that you have found be reported to the old supervisor?
3. What should be your first official action after the old supervisor leaves?

CASE 5

John Green, one of your assistants, is in charge of a drafting group. He is very meticulous, and everything coming out of his group is perfect. He does not delegate authority and responsibility but rechecks in detail all the work turned out by his men. He keeps turning back to them careless and inaccurate work until it is perfect. As a result, he is busy from early morning until late at night doing detail work and neglecting his role as supervisor.

His workers have figured him out and are taking it easy. They do slapdash work and correct it as often as he returns it.

You are afraid that Green is overworking and heading for a nervous breakdown. You have told him in general terms to delegate authority and responsibility and to discipline his men. His reply is that

workers are getting scarce and that, if he fires any of them or they quit, the replacements will be worse.

1. What are some of the reasons why people do not delegate authority and responsibility?
2. What are Green's responsibilities as a supervisor?
3. Which can he delegate?
4. How should he go about delegating them?
5. What are some of the leadership characteristics that Green lacks?
6. How can you go about developing them in him?

CASE 6

You, the foreman, cannot get along with one of the men in your shop. He is your best mechanic and has more seniority than any other man in the shop. Your superintendent thinks he is a very good man and likes his work. In fact, the superintendent has called you in to talk over promoting this man to be your assistant.

1. Should you bring in your personal dislike for this man in the conversation with the superintendent? If so, how?
2. How should you break this man in on the job if the superintendent insists on promoting him?
3. How will you develop a good working relationship between him and yourself if he becomes your assistant?

CASE 7

You have improved the efficiency of your department to the point where the operators are making such good money on the piece rates that there is little differential between their pay and yours. Your pay is in line with that of the other supervisors. You feel that you should have an assistant, and the boss has given his approval. You have approached several of your best operators, but they say that they are satisfied with what they are doing and don't want the headaches that go with an advancement.

1. What are some of the headaches that go with advancement?
2. What are some of the compensations?
3. What are some of the causes of the situation outlined above?
4. How can they be corrected?
5. Is the average worker interested in getting ahead? Justify your answer.

CASE 8

You are interested in delegating some of your authority and responsibility in order to free yourself of detail. However, the men in your department do not show any initiative, nor do they seem interested in advancement. They are satisfied with doing routine work and are continually plaguing you for the solution of work problems. It takes you more time to explain the solution than to do the job yourself. As a result, you are snowed under most of the time.

1. What are some of the causes of a lack of initiative?
2. How can you stimulate initiative in your men?
3. How should you go about delegating authority and responsibility?

CASE 9

Your superior has informed you that he wants you to take over a certain portion of his job but that he wants you to work into it gradually. He outlines the work and tells you that you will be responsible for it. However, he does not delegate the necessary authority to you but says that, whenever an order becomes necessary, you should come to him and he will issue it. You find that you are failing in your new duties because your former associates do not co-operate with you. Instead, they challenge your authority, and each matter is thrashed out before the boss, and he then makes the decision.

1. What is wrong with the procedure your boss is using?
2. What action can you take to correct it?
3. Are your former associates justified in their attitude? Explain.
4. How should your boss handle the situation?

CASE 10

You are a mechanic in a department in which the volume of work has greatly increased. The foreman tells you that the department is to be permanently enlarged and that consequently he has received permission to appoint an assistant. The position carries a title and a wage increase. He says that, since he likes your work, he has decided to give you a two-week tryout at the job. If you are satisfactory, it will be permanent. The other men know that your post is only a trial; and some of them are slowing down, bothering the others, and gen-

erally trying to sabotage efficiency whenever the foreman is not in the immediate vicinity.

1. How would you go about increasing the efficiency of the department?
2. Would it be advisable to tell your chief of the situation?
3. Do you believe the trial system to be practical in such a setup?
4. What are the weaknesses of the above method of appointing foremen?

CASE 11

George was recently hired as a welder in the wing subassembly section of an aircraft plant. The other day an inspector told him to stop his work. The inspector then showed him a bad weld and told him to redo it. George refused heatedly and told the inspector very pointedly where he could go. The inspector called his boss, the chief inspector, and in a few minutes all parties concerned were in the office of George's foreman. After the inspector told his side of the story, George was asked to explain his actions. His main complaint was that the inspectors, who had no real supervisory authority, were telling the welders to rework their rejected jobs. That George should object to this was a surprise to both his supervisor and the chief inspector.

1. Give the advantages and disadvantages of having inspectors tell production-line workers to rework their rejects.
2. What should be the relationship between inspectors and production workers?
3. Who was off base in the above situation?
4. How could the above situation have been prevented from occurring?
5. How should George have handled the situation?
6. If you were George's foreman, what would you say to George?

CASE 12

You are the assistant supervisor of a newly established section. Your direct superior is an elderly employee whose many years with the company were practically all spent in nonsupervisory work. You are much younger and are considered to be the "new blood" to go along assisting this older man. He, in turn, likes to take it easy and does not interfere with you in any way.

After working with him for a while, you discover that he is really only a figurehead and of no value to the section. You realize that you

are carrying the whole load, while he is getting a salary much higher than yours. At first this did not bother you, but now you are beginning to feel that it is unfair.

All the workers come to you with their work problems and their personal problems. Top management in many instances by-passes your superior and deals with you directly. Now you are beginning to feel that the responsibility for the whole section is on your shoulders. You are not overworked at the present, but your job keeps you hopping all day long.

1. What might be some of the reasons for the above situation?
2. Should you shift part of the responsibility his way by sending some of the workers to him with their problems? Why? Or why not?
3. Should you talk the situation over with him? What should you say?
4. Should you talk it over with top management? What should you say?
5. Should you allow the situation to continue, and should you be content with the hope that eventually—even though it might take years—you will get his job?
6. How should you handle the situation? Why?

CASE 13

Recently you were promoted from the job of first-line supervisor to that of second-line supervisor, and you now have under your supervision several of your former equals. You get along well with them, and there is no resentment about your advancement because they recognize that you are the best man available for the job.

You know from past associations that you will have to straighten out three of these subordinates; the rest are all right. The three are named White, Blue, and Black. White has always been against the organization, Blue has always been snowed under by work, and Black has always been a weak sister.

White, the anticompany man, always sides with his men against the organization and sympathizes with them when things go wrong. He wants conditions to be perfect and is always pointing out to his men the defects in the company and finding fault with the way the organization is run. (Conditions, while not perfect, are above average.) He does his job grudgingly and does not get along well with the other men in the organization. The morale of his men is low, and they, too, are always grumbling.

Blue, on the other hand, is snowed under by his work; he carries

the whole load of the department on his shoulders. His men take no initiative, and he is continually correcting their mistakes. He sees that whatever little work comes out of his section is letter-perfect even if he has to have his men do their jobs over and over again and he has to put on the finishing touches himself. Often his men are standing around waiting for him to get around to checking their work. They know their jobs but wait for Blue to make all the decisions.

Finally, there is Black, the weak sister. Instead of running his men, he is letting them run him. The men do their jobs in any manner they wish. They do not respect his authority, and they question all his decisions. They argue with him when he gives orders, and they raise so many objections that he lets them do whatever they want. Often they boast of how they tell him off.

All the other supervisors under your jurisdiction are doing a good job. You would like to take the easy way out and fire White, Blue, and Black, but they have been with the company for quite a while. Besides, you feel that, if you can lick these problems, you will receive quite a bit of recognition from top management.

1. How would you go about straightening out White?
2. How would you go about straightening out Blue?
3. How would you go about straightening out Black?

CASE 14

The accident rate in the receiving department has been increasing rapidly; the injuries are falls, wrenched backs, banged-up fingers or toes, and the like. The head of the receiving department, Mr. Wright, reports directly to you. He has been with the company ten years in his present capacity. He is a quiet, unassuming person, and, since the receiving department never was much of a problem, you seldom bothered about it or him.

Since this accident rate needs attending to, you call Wright into your office and ask him how he plans to clear it up. He tells you that it will work itself out. Then you suggest that he should do some reading on safety and supervision or take a course in supervisory development. This remark seems to hit a sore spot, because he tells you emphatically that he does not believe in learning a lot of catch phrases such as "Plan your work and work your plan," or "If the

worker has not learned, the instructor has not taught," or "The difficult we do today, the impossible will take longer." He states that all anyone needs is the Golden Rule—"Do unto others as you would have them do unto you." With this statement, he leaves your office.

Following this incident, you look closer into the affairs of the receiving department and find that, in addition to the accident situation, the turnover rate is high and there are indications of pilfering. Formerly, most of Wright's personnel was made up of men he hired from a rescue mission where he preaches at night. But, since the personnel department took over all hiring, the new workers are not from the rescue mission, and there seems to be a fair amount of conflict between the new men and Wright. They refer to him as "Holy Joe."

1. What are the problems involved in this case?
2. What are the facts? What sources might supply you with additional facts?
3. Assume that the facts are substantially those as stated or make additional assumptions, if necessary, to fit the company. What is the cause of what? What is the effect of what? What principles or policies are involved?
4. What seem to be the best possible solutions?
5. How would you go about achieving these solutions?
6. How would you follow up on the effectiveness of the solutions?
7. Outline step by step the procedure Wright should follow in correcting the accident situation in his department.

PRINCIPLES

The Objectives of Management

The job of management is to get things done, to combine men, materials, money, and machines—the four M's—in the most effective manner so that the mission is accomplished or the purpose of the organization attained. This requires an understanding of the aims of the organization and where each man fits in the organization. It also requires that each man in management know his job well so that he can make good decisions relating to the men, money, materials, and machines under his command.

Of the above four factors, the handling of men is the most important and the most difficult. No matter how well money, materials, and machines are worked in together, if the people who are working with them are not working effectively, the organization will stumble along instead of making progress.

It is the job of every man in management to inspire every man under him to do the best job that he is capable of doing. Superiors must have a knowledge of their subordinates and the jobs of their subordinates in order to be able to make each person *want* to fulfill to the best of his ability his position on the team.

Responsibilities of Management

Management is responsible to five parties—the owners of the business, the customers, the community, its employees, and itself.

The owners of the business have intrusted management with the use of money and property; and management should diligently safeguard that property and provide a financial return on the investment. Without financial support, the organization could not carry on.

Management is responsible to the customers; that is, it is obligated to give the customers the best possible product for the price. Without customers there would be no need for the enterprise.

Management is responsible to the community that gives it a home—a place to operate. Management should be a good member of that community and contribute to its development.

Management is responsible to its employees. The employee took a risk when he threw his lot in with the organization, and he should gain rather than lose from his association with it. That gain to the worker comes when management develops a worker up to his capacity so that he can cash in on his talents and abilities to the fullest extent.

Management is responsible to itself. The team is more important than any individual player, the organization as a whole more important than any individual department. Competition is desirable in management, but co-operation is essential.

The Tools of Management

Management's job is to get things done. Every man in management has the responsibility of either seeing to it that something is done or seeing to it that a subordinate makes sure that something is done. The things top management does are essentially the same as the things the foreman does—they differ only in degree and emphasis. Every successful manager must:

- | | |
|-------------|----------------|
| 1. Plan | 3. Direct |
| 2. Organize | 4. Co-ordinate |
| 5. Control | |

These are five tools he uses in getting his job done.

1. He Must Plan

A supervisor cannot operate effectively unless he has a long-range plan, a plan for each day's work, and a plan for the apportioning of his own time. All work that comes into his department must be planned and fit into the plans for his department and the plans of other departments. A supervisor, when planning the work of his unit, should use the What? Why? When? How? Who? Where? formula. He should ask himself:

1. What is to be done? He should have a clear idea of the whole job from the beginning to the end.
2. Why should it be done? Perhaps parts of the job need not be done. The most efficient way of improving those parts of any job is to eliminate them.
3. When it is to be done? This is necessary in order to meet deadlines. In order to fit the job into his schedule, he must also know how long the job will take.
4. How is the job to be done? This involves the determination of the best way to do the job.
5. Who is to do the job? This involves fitting men and jobs.
6. Where should it be done? This is the routing feature of the job. It involves fitting jobs and machines.

(The planning formula is discussed more in detail in Part II, Chapter 7, "Planning.")

2. He Must Organize

If the services of more than one person are needed to carry out a plan, then there must be organization—a team must be formed. To organize any group effort successfully, there are four principles which must be understood and followed. They are unity of command, span of control, homogeneous assignments, and delegation of responsibility with the requisite authority.

Unity of Command. The principle of unity of command is simply that a man should have only one boss and that no one but that boss

should be giving him any direct orders. A superior who has delegated authority to a subordinate must operate through that subordinate and should no longer give orders directly to those who are under that subordinate. The superior sets up a channel when he delegates authority, and he should operate through that channel and not around it.

Span of Control. There is a limit to the number of people that an individual can manage. As the number increases, he has to cover more *distance*, he runs out of *time* for directing and checking their work, he passes the limit of attending to everything that demands his *attention*, he does not have the mental and physical *energy* to wrestle with all the problems that arise. He is limited also in relation to *knowledge*; with the growing complexity of things and the advances being made, he is not able to keep up with everything. Finally, he is limited by his *personality*; some men have the knack of directing many more men than others can.

The principle of span of control applies to the number of employees that each supervisor can effectively control. The factors limiting the span of control are distance, time, attention, energy, knowledge, and personality. These are discussed more in detail in Chapter 15, "Supervisory Leadership."

Delegation of Responsibility and Authority. When a job exceeds an individual's span of control, he must delegate part of his responsibility to subordinates; he should hand over tasks to whatever extent is necessary to free himself for the more important aspects of his job.

When responsibility is delegated, it is not relinquished; the superior is still held responsible for seeing that the subordinate does his job. When responsibility is delegated, sufficient authority must be delegated to enable the subordinate to carry out that responsibility. In other words, authority and responsibility must be coextensive.

This spreading of the supervisory load develops initiative and leadership in subordinates. It is the supervisor's job to train subordinates to accept responsibility—to come to him *with* decisions and not *for* decisions. He should give a man a job to do, be sure that he can do it, and then leave the responsibility in that man's hands, contacting him just enough to ascertain that he is making the expected progress.

Homogeneous Assignments. Before the authority and responsibility for jobs can be delegated, those jobs must be set up correctly in terms of the skills involved. Subordinates should not be Jacks-of-all-trades, but should be specialists. A person who is a Jack-of-all-

trades is the master of none, while a specialist can become an expert.

Each job should be carefully defined in terms of what is to be accomplished, the skills necessary for its accomplishment, and the amount of authority and responsibility required for its accomplishment. An area of work must be outlined to cover related jobs, and a man's assignments must fall within that area. A man must have a specific job made up of related tasks. He should have a whole job and not half a job or a job and a half.

3. He Must Direct

An important part of every supervising job is directing. Narrowly stated, it means telling people what to do; broadly stated, it means running the team.

In order to direct effectively, the superior must have very clearly in his mind exactly what is to be accomplished—what is to be done. His next step is to make certain that the person being directed gets the information established clearly in his mind. Sometimes it is necessary only to state the objective and allow the subordinate to choose the means of reaching this objective.

On the other hand, in giving directions it is often necessary to tell the individual just how the job is to be done, to instruct him on every detail of it. Each order must be fitted to the receiver; therefore, the superior not only must know clearly the tasks to be done but must know the capacities of the people who will do them. Each foreman must be familiar with and practice the techniques of good instruction.

4. He Must Co-ordinate

In a football game a beautiful pass is completed only if the right man is at the right place at the right time to receive it. That element of precision in teamwork that makes sure that he will be there is co-ordination. Co-ordination is the fitting-together of the efforts of individuals in order to attain a goal.

The basis of this fitting-together is good planning, but management has at its disposal certain other aids to co-ordination, such as organization charts, budgets, procedures, job descriptions, routing, scheduling, and follow-up techniques.

Whenever a superior subdivides a department job and hands out the parts for other people to do, he must fit together the activities of those people so that the whole job is done in the proper manner and on time. Within his own department each supervisor must fit together the activities of his men so that they are operating as a team. He must see that his department carries its full load and gets its job or section of the whole job done on time.

Certain parts of jobs have to be completed before other parts can be begun. Therefore, the supervisor must co-ordinate the activities of his department with those of other departments. To do this, he must know where his department fits into the whole picture and how it affects the operation of other departments. This knowledge of how the various parts of a job fit together enables a supervisor to plan the work so that duplication of effort is avoided and so that there are no parts left undone—no gaps. This working with others on the same level of management is horizontal co-ordination.

Vertical co-ordination is the means by which a supervisor integrates the activities of his own department into the plans of his superior. He must do the job that his superior wants done, do it in the way his superior wants it done, and get it done on time. Co-ordination involves all levels of management.

5. *He Must Control*

Control in this case is a checkup to find out what has been done and what must be done. It is a type of inspection activity. A superior must know how well his subordinates are performing. He must find out whether people have done as they were directed, whether the job is being done in the desired manner, whether men are putting out work of a satisfactory quality and in a satisfactory quantity.

In order for a supervisor to perform this inspection aspect of his job, he must have standards to measure by. How much work can a qualified operator put out in a unit of time? What should be the accuracy or quality requirements of the job?

These standards of quantity and quality should be determined as accurately as possible (see Chapter 9, "Standards of Work Performance"). Until they are determined and established, a job is going to be judged by three standards—the worker has his ideas of a fair day's work and also what he thinks might be expected of him; the

supervisor has his ideas of what he would like to have done and what he thinks can be done; and top management has its criteria and expectations. Whether or not quantity and quality standards are recognized, they exist, and each level in the organization—the workers, the supervisor, and the big boss—may be judging jobs by different standards. Until uniformity is achieved, there will be misunderstandings. Good standards set up and recognized let top management know what it can expect and let the supervisor and each worker know just what is expected of him and how much.

Solving Supervisory Problems

The supervisor in his daily operations has goals to reach, and he is constantly finding that there are difficulties or problems arising that prevent him from reaching them easily. These are the obstacles that must be overcome. Just how to go about doing this is an important part of the job of supervision. Often the supervisor guesses at methods, trying one and then the other. Or in his training program he might have been exposed to a set of golden rules or other types of principles; but in few, if any, instances has he been shown the technique of how to handle the real problems that face him on the job. For some reason or other the problems he actually runs up against are different from the ones illustrated in books, and often he is lost on how to proceed or how to wrestle with and solve a problem.

Problem-Solving Technique

The purpose of this section is to supply the supervisor with a technique or guide that has been found successful for the solution of the types of problems that face him. If the supervisor will follow it, he will come out with more success than if he proceeds on a trial-and-error or a so-called "common-sense" approach. The technique is as follows:

- Step 1. Clearly define the problem or problems.
- Step 2. Gather the facts.
- Step 3. Catalogue the facts in terms of principles and policies.
- Step 4. Select the best practical solution.
- Step 5. Achieve the solution.
- Step 6. Follow up the effectiveness of this solution.

Step 1. Clearly Define the Problem or Problems. Many problems are half-solved when they are reduced to writing. When the supervisor discovers a problem—when something is going otherwise than as planned or something could be done in a better manner—the first step is to formulate it tentatively. (What seems to be the trouble?) It will be found that most problems are made up of a group of smaller problems. If the supervisor can subdivide the big problem into smaller ones, he can attack each one separately, and the big problem becomes easier to solve. So when the general problem has been clearly defined and subdivided, although it may still be difficult to solve, the supervisor can now sink his teeth into it, and he has made a good start toward licking it.

Step 2. Gather the Facts. The actual determination of the causes and the formulation of possible solutions must be made on information that is pertinent to the problem. There are several possible sources of information. The supervisor should recall his past experience with similar situations and his general observation of things going on in his unit. He may obtain information from outsiders, other supervisors, service departments, and his boss. Additional information can be obtained from production, personnel, and office records, such as time and attendance reports and inspection reports. Employees themselves are a most valuable source of information. Workers may supply information through direct questioning and interviewing.

The information in most cases will not be too accurate; there are many sides to a problem, and the investigation of each new side will shed light on the situation. After the information is gathered, compared, and studied, its reliability can be judged.

Step 3. Catalogue the Facts in Terms of Principles and Policies. The next step is to look for relationships between the facts. What is the cause of what? What is the effect of what? Then line up the facts in order of their importance. What is most important? What is less important? And what is not worth bothering about?

Now catalogue the problem under one or several of the chapters in the book:

Is it a problem primarily related to "The Management Team," such as:

1. Planning, organizing, directing, co-ordinating, controlling

2. Organization structure
3. Policies, procedures, and rules
4. The chain of command
5. Communications
6. Co-operation

Or is it a problem primarily related to "Job Management," such as:

1. Planning
2. Methods improvement
3. Standards of work performance
4. Evaluating employees

Or is it a problem primarily relating to "Developing the Work Team," such as:

1. Human relations
2. Fitting men and jobs
3. Induction and training
4. Transfers and promotions

Or is it a problem relating to "Maintaining the Work Team," such as:

1. Supervisory leadership
2. Discipline, tardiness, and absenteeism
3. Gripes and grievances
4. Morale

Some of the problems will include more than one of the above. After studying the principles and cases developed and discussed under these headings in the program, the supervisor will uncover a number of possible solutions that are practical, in terms of good principles, and in line with the policies of the organization.

Step 4. Select the Best Practical Solution. If only one solution is found, there is no problem of selection. However, there usually are several solutions from which a selection must be made. Some of the factors that should be considered in making a selection are:

1. What will be the effect of each possible solution on the quality and quantity of production?
2. Which solution is most readily applicable and will produce the quickest results?
3. Have these solutions been used before, and what have been their results?

4. What are the difficulties involved in the application of each of these solutions?
5. What will be the cost of each solution?
6. How does the cost of each solution compare with the results that it will give?

Step 5. Achieve the Solution. The best solution in the world will not remove a problem unless the solution is *applied*; so the next step is to take the action necessary to put the solution into effect. The steps to be taken will depend upon the solution that is being used and the amount of authority that is delegated to the supervisor. If he does not have the requisite authority to put the solution into effect, it will be necessary for him to recommend or sell the solution to his boss. But in either case the supervisor must assume the initiative.

Step 6. Follow up the Effectiveness of the Solution. Having put a selected solution into effect, the final step is to check on the results and evaluate the solution. If the desired results are not obtained, find out why and make the necessary changes. If the desired results are obtained, look the whole case over again to review the factors that were most prominent in bringing out the correct solution. This information will be valuable in handling similar problems in the future.

✓ The Importance of the First-Line Supervisor

✓ To the worker the supervisor is the company. If the supervisor knows what he is doing and does a good job of it and if he treats his men right, then the worker feels that it is a good company and a good place to work. The supervisor is the man in management on whom the worker must depend for satisfaction of his needs. The supervisor is the one who hands out the jobs, the overtime work, the assignments that lead to advancement, the training that enables the worker to advance, the promotions, and the transfers. He is the one whose moods set the temper of the day and whose actions and attitudes determine the worker's future on the job. He is the channel through which the workers' wants are communicated to upper management and through which management's decisions come down to them.

From the management angle, the supervisor is that member of management who carries the lion's share of responsibility for the handling of men. He is also responsible for producing a quality product at

reasonable costs, for providing good working conditions, for training his men, for safety, for the performance of machines, and for the efficient handling of materials. He is the management member who carries out plans, interprets policies, transmits decisions, and enforces rules and regulations.

He not only represents management to the men, but he must also represent the men to management. He is the only one who can provide management with a clear picture of what is going on at the bottom of the organization, and management depends on him for it.

Building the Management Team

Management does not have an effective team if the supervisor is not on it. If the supervisor is not management-minded—if he feels that he is outside management and his closest tie is to his men—he will not be doing his job of representing management to the men. He may even be antimanagement in his attitude toward, and interpretation of, company policies, decisions, rules, and regulations. He may oppose plans and resist changes, interested only in showing that they will not work.

When such a situation exists, it behooves management to make those changes which will get the supervisor onto the management team. He must be treated as a member and provided with those things that will enable him to perform as a member.

He must have information of management plans and have it in advance and not from his workers or through the grapevine. He must know company policies and understand the reasons behind them and how they operate; only then will he be able to interpret them to his men.

He must have the authority he needs to do his job, and he must know the extent of that authority and that management will back up his decisions and not reverse them.

He must get a salary that reflects the importance of his job and the difference in status between it and the jobs of his workers.

And he must see that his opportunity for advancement is to move up the management ladder. When a job is open above him, he should be considered for it before an outsider is brought in. If he doesn't have what it takes, he should be provided opportunities to get the education and training he needs to prepare himself for advancement.

Middle management, too, has these same needs—for information, authority, salary, and opportunity—and to the extent that they are fulfilled, the whole team is strengthened.

CONFERENCE TOPIC

THE FUNCTIONS OF MANAGEMENT

FOLLOWING UP ON THE JOB

The Four M'S: Men, Materials, Money, and Machines

1. Are your men assigned to jobs that use their best skills as much as possible?
2. Is the spoilage and waste of materials kept at a minimum in your unit?
3. How careful are you about spending the company's money?
4. Are the machines in your department kept busy doing the jobs they were designed to do?

Planning, Organizing, Directing, Co-ordinating, and Controlling

1. Do you plan the work of your unit in terms of: What? Why? When? Where? Who? How?
2. Do you organize your work so that you are not overburdened by routine work? Do you delegate authority and responsibility?
3. When new work comes into your department, do you analyze it in terms of the skills required?
4. Do you give orders in a manner that insures that they will be understood?
5. Do you co-ordinate the jobs in your department with one another? Do you co-ordinate the work of your unit with other units? With your boss's requirements?
6. Do you check up on the progress of the jobs in your department frequently enough?

Problem Solving

1. Do you clearly define the problem or problems?
2. Do you gather all the facts?
3. Do you catalogue the facts in terms of principles and policies?
4. Do you select the best practical solution?
5. Do you achieve the solution?
6. Do you follow up the effectiveness of this solution?

2. ORGANIZATION

CASE STUDIES

ORGANIZATION is a tool of management. Its purpose is to increase the effectiveness of people working together. While organization structure may at times seem cumbersome, the lack of it leads to confusion. The organization structure will not maintain itself. Preserving it and maintaining it at its full effectiveness require the understanding of its nature and purposes and the co-operation of the people who work within its framework.

Each department is an organization within a larger organization. The same principles apply. These cases show the need for developing and maintaining a good organization structure. They show the results of violations of principles and that many problems could be avoided if organizational lines were observed.

CASE 1

The maintenance department does not seem to be co-operating with you or your department. When a machine breaks down, the maintenance men are slow to investigate the situation and even slower to make repairs. You have spoken to the foreman of the maintenance gang, and he answers that if your men operated the machines more carefully, there would be less need for repairs.

1. Where do the maintenance department's responsibilities end in relation to equipment?

2. What are the operating department's responsibilities in relation to equipment?
3. What is meant by "careful" operation of machines?
4. Who should determine responsibilities in the above case?
5. How should you handle the above case?

CASE 2

You are having difficulty maintaining the morale of your department because, when you fire a man, he does not stay fired. Instead, the personnel department shifts him to another department and often to a better job. This causes conscientious workers to be disgruntled.

1. Who should fire men from the company?
2. What are the advantages and disadvantages of letting the personnel department have complete control over transfers?
3. If a man is fired from one department, what are the chances of his making good in another department?
4. How should misfits be handled?

CASE 3

The foreman of the department preceding yours in the line of production has been trying gradually to absorb your department. As this has been going on over a period of time, his men are now doing some of the operations that would normally be done in your department. Recently he gained control over the toolroom that services both departments, with the result that his group is being favored by the toolroom. You have spoken to the chief several times about the situation, but he turned you aside by saying that all he is interested in is production.

1. Evaluate your chief's argument.
2. What should you say to the other foreman?
3. What are the advantages and disadvantages of vague departmental lines?
4. What should you do?
5. What is the best solution for this type of problem?

CASE 4

You are losing control over your group because of interference from other departments. You may have a good reason for not

getting a raise for one of your workers, but, if he gives the personnel counselor a good story, pressure is put on you to recommend the raise. Again, the workers can get time off for their personal affairs without your approval. They also seem to be encouraged to shop around the plant for jobs they might like better, instead of getting used to the ones they are on.

1. What should be the extent of the line supervisor's authority and responsibility over his subordinates?
2. What should be the authority and responsibilities of such service departments as safety, transfer, training, personal counseling, and others that might come into conflict with the line supervisor?
3. How should the areas of conflict be minimized?
4. Do the areas of conflict shift at different times? Explain.

CASE 5

You have recently been assigned as supervisor over a gang of workers. The lead man of the gang, whose duties are to order the materials and lay out the work for each man, is conscientious and has had many years of experience. One morning he comes into your office all upset and tells you that one of the workers in the gang is changing his layout and doing the work to suit himself. The lead man wants you to order the worker to do the job as originally laid out, as the lead man does not have the authority to force him to do so.

As you are leaving the office, you meet the worker, and he tells you that he had to change the method of doing the job because the material was cut incorrectly in the previous operation, that the lead man knew about this but ordered him to go ahead with the job because he wanted to put the worker on the spot. The workman says that the lead man is always trying to assume the duties of a supervisor, with the result that the morale of the gang is breaking down. He suggests that you should contact other members of the gang about some of the things that the lead man is doing and the amount of authority he is trying to assume.

1. Should you confront the lead man with the accusations?
2. Should you tell the worker that he should do the job as ordered?
3. Should you question the rest of the group? How?
4. If the lead man is in the right, how should you settle the problem?
5. If the worker's accusations are true, how should you settle the problem?

6. How might the situation have been avoided?
7. What kind of responsibility should lead men have? How much?
8. What kind of authority should lead men have? How much?

CASE 6

You are a line supervisor, and one of your duties is to approve descriptions of jobs in your group. These descriptions are written up by the job analyst of the personnel department.

One of these descriptions is inaccurate. First, the job is over-rated in terms of the skill requirements. (The description fits the men now doing the job, but they have more skill than is needed to do the job effectively.) Second, the duties listed in the job description are different from those necessary to perform the job. For instance, there is listed a duty of 100 per cent inspection, which is something that is done by the inspection department.

You go to the men who are performing the job, and they tell you that the job needs this padding in order to bring it into a higher labor grade, paying more money, and that if it is not put into the higher grade, they will quit.

You ask the job analyst about the description, and he tells you that you have to be realistic and that, as far as the 100 per cent inspection is concerned, the personnel department feels that double inspection is necessary.

1. What might be some of the basic causes for the workers' attitude?
2. What part is the job analyst playing in this situation?
3. What might be some of the reasons?
4. What are some of the purposes of job descriptions?
5. How could the situation have been prevented?
6. How are you going to handle the situation?

CASE 7

You are in charge of a group of office workers doing stenographic, typing, filing, and clerical work. In the past you have made it a practice to hire all-round workers so that, whenever anyone was absent, almost any other worker could take her place or, whenever any type of work began to pile up, everyone would pitch in until the backlog was cleared. The morale of the group was good, although there was

some complaining that a person had to jump from one job to another and that some people were not doing a full job.

Recently the work load has been increasing, and you have been hiring additional help, but the output is not increasing proportionally. The girls you were able to get are not all-round workers, and you notice an increasing amount of errors and goldbricking.

Something has to be done; so you are thinking of changing this line type of organization into something different. One of your ideas is to get together with some other sections and create a stenographic and typing pool with a woman as the head. The other section heads and your boss think it is a good idea.

You approach some of your better stenographers and typists with the plan, which you feel they will like, but they tell you that the present setup is the lesser of the two evils. Next you approach some of the workers who don't like typing and ask their opinions. To your surprise, they also object. When you try to get reasons from them, they don't seem to know why they object.

1. What might be some of the reasons for these reactions?
2. What kind of reorganization should you put into effect?
3. How would you prepare your workers for it?

CASE 8

You are safety officer for a large industrial concern and have observed that in a certain department the accident rate is going up, not rapidly but still going up. You have spoken to the foreman of that department. He is a man who knows nothing about the aims or principles of the safety program and has little or no interest in safety because of his ignorance. You try over a period of time to explain to him just what you are trying to accomplish in your safety program, but he still fails to assume any responsibility for reducing accidents in his department.

1. How should you go about selling him on the importance of safety?
2. As long as he fails to acknowledge his responsibility, what is your next step in seeing to it that he does?
3. Should you speak to your chief about the situation? What should you say to him?
4. Who is responsible for the safety of the men in a department?
5. Set up a safety program that might fit the above situation.

CASE 9

Your work load has increased, so you have—with the approval of your chief—trained an understudy. He has taken over a number of your duties, and the men consider him your assistant. He has been doing a good job; therefore, you have requested a raise and new title for him. However, the request is turned down by top management, with the statement that approval would cause your department to become “top-heavy.”

1. How would you go about proving that your department is not becoming “top-heavy”?
2. Would you demote your assistant?
3. What would you say to him?
4. What would you say to the gang?
5. What would result if you were to keep him in his present job without the title and raise?

CASE 10

Your chief has a rather inefficient secretary, who is unable to handle the quantity of work he gives her. As a result, he has been turning more and more of his work over to your secretary, who is very efficient but now so burdened with his work that she has no time to do yours. Your chief has given your secretary orders to do his work first.

1. Would you tell your secretary not to do any of his work?
2. Would you go to see your chief's secretary and tell her to speed up so that she could get her boss's work done?
3. Would you go to your chief and tell him that if his secretary can't do the work, he had better get a new secretary who can?
4. Suppose you did make the above suggestion and the chief told you that he is running this office and if he wants your secretary to do his work, she will do it. What would you do then?
5. How would you handle the case?

CASE 11

You are the manager of a branch plant engaged in the assembly of radio sets. Reporting directly to you are the heads of the procurement department, the inspection department, the production depart-

ment, the personnel department, and the maintenance department. All the department heads are competent and doing a good job.

Recently the head of the company informed you that, because of a business recession, it will be necessary for you to combine two of your departments under a single head and terminate one department head.

1. What departments can't you combine very well? Why?
2. What departments might you combine? What are the advantages and disadvantages?
3. What might be some other ways out of the situation?

CASE 12

You are the manager of an aircraft plant. The head of the engineering department is directly under you. He is a top-flight engineer with a group of experts under him. He complains about the inadequacies of other departments. He complained that the personnel department was not able to comprehend his requirements or screen applicants and was not able to solicit or pick out suitable personnel for him. You have allowed him more and more authority, with the result that he has set up a personnel department quite independent of the regular personnel department. His department not only hires but carries on practically all the other activities of personnel, with policies that are not in accord with those of the rest of the company.

Also, he is pushing the production department around. His engineers have their noses in production at all times and are extremely critical.

He and his department are in constant conflict with the other departments. The situation is getting pretty bad. Production is falling off. The production department argues that engineering changes are being made continually on the job. You talk to the engineering head about this, and he tells you that he has to get co-operation or he will quit. He implies that if he does quit, he will take his key men with him because they are a good team.

1. How are you going to handle the situation from a short-time point of view?
2. How are you going to handle the situation from a long-time point of view?
3. How should you have prevented it from occurring?

CASE 13

You are the head of a stress-analysis group. As the organization was originally set up, you and your group were designated to act in an advisory or staff relationship to the product-design group, which was headed by H. White. He had the responsibility for the final performance of the product.

You and White got along very well. However, as the products increased in complexity, you assumed more and more responsibility. You checked over the designs from a stress point of view. When modifications were necessary, you or your assistants made suggestions. These were never questioned. You O.K.'d all design jobs as far as the stress work was concerned.

Recently White was shifted to another position, and J. Black was brought in from the outside to take over his job. Black is taking literally his responsibility for the final performance of the product. He has directed his designers to give their stress problems directly to your men for solution. The only time he or his men come to you directly is when they have a complaint about the work of any of your men. Then you have to investigate the case through Black and/or his designers. Your men are receiving orders from Black, his designers, and you; they want to know who is boss.

When you explain this situation to Black, he tells you that, since he is held responsible for the final product, he must direct all the work and that the job of your outfit is to follow the directions of his group and that your job is to see that they do so.

1. What were some of the things wrong when White was head of the design group?
2. What are some of the things wrong now that Black is head of the design group?
3. If the present situation is allowed to continue, what might be some of the results?
4. How could the present situation have been prevented from arising?
5. How can it be corrected?
6. How should you go about getting it corrected?
7. What is the difference between line, staff, and service authority?

CASE 14

The X company got going about five years ago. It was primarily a jobbing shop, filling orders for special hand tools. Its organization

was simple and predominantly of the line type. There were about 100 employees, most of them all-round mechanics. The foremen were highly skilled and dealt continually with top management. The engineering department was small but efficient.

Recently there has been a rapid expansion. The payroll increased to 1,000 employees. However, the basic products have not changed a great deal except that the variety has decreased and the tolerances have to be held closer. The size of the orders has increased greatly.

Customers are demanding prompt delivery, and everything is bogging down. The top officials seem to spend most of their time stalling off the customers, and the engineering department is not able to co-ordinate production between the departments. Because of scarcity of labor, the company can no longer get all-round mechanics but instead must hire machine operators. The old mechanics do not want to have anything to do with these upstarts. The supervisors are complaining that they are no longer supervisors but merely clerks and instructors.

1. What procedure would you follow in analyzing this situation in order to correct it?
2. What would you need to know?
3. How would you go about finding it out?
4. Making some assumptions, what kind of basic organization structure would you set up?
5. How would you handle the production-control problem?
6. What would you do about the mechanics?
7. What would you do about the supervisors?

PRINCIPLES

From studying management's job, we have learned that there are five tools that management uses in getting its job done—that every manager must: (1) plan, (2) organize, (3) direct, (4) co-ordinate, and (5) control.

There is no fundamental difference between organizing a department and organizing a whole company; and, since the supervisor must know the organization as a whole in order to understand where he fits into it, this discussion of organization will deal with the consideration of organization of the whole company.

Growth of Organization

There is organization of some kind every time two or more people work together on a job—that is, there is an arrangement showing how their positions fit together. If this organization grows from just doing what comes naturally to meet each situation, it will be found that authority gravitates to the one who is out to get it. The business with an organization of this kind finds itself in trouble sooner or later. Its organization grew up around men who, because of their particular talents, assumed the authority for various unrelated activities; their jobs in most cases exceed their span of control, and they are not using fully the talents of the people under them. When they die or quit, it is almost impossible to find a successor with the same combination of talents, and the organization has to be revamped. The organization that was allowed to grow like Topsy will have jobs built up around the men and will be marked by conflicts of authority, duplication of tasks, and men holding positions for which they are unsuited.

Underlying Principles of Organization

In order to have an effective organization, the framework must be set up in terms of basic principles. It must be set up in terms of *what* is to be done—not *who* is going to do it; then it will be built around the main functions of the business and not around an individual or a group of individuals.

The work must be divided in terms of specialization and set up in homogeneous assignments. The departments, divisions, and subdivisions of an enterprise and their functions should be clearly defined. The chain of command must be clearly established so that everyone knows who reports to whom. There must be centralization of executive control. The number of subordinates reporting to any one executive should be definitely limited (span of control). Authority and responsibility must be made coextensive. Decisions should be made at the lowest practicable organization level.

In brief, the organization must be set up in conformance with the principles described in Chapter 1:

Unity of command
Span of control

Homogeneous assignments
Delegation of responsibility and authority

Line, Service, and Staff

The form that an organization takes depends on its size and its mission or products. The form changes as the enterprise expands or contracts or in response to changes in technology, product, purpose, or business conditions.

When an organization is small or when the tasks are relatively similar, the form of the organization is predominantly line. The workers are all-round workers doing similar tasks, and each foreman is really his own boss. He runs his department with a minimum of outside interference or help. He may do all his own hiring, firing, purchasing, maintenance, and inspection. In fact, it might be said that he has complete authority and responsibility for every activity carried on within his department—life-and-death control.

However, as the company expands, the foreman in a strictly line type of organization finds that his job exceeds his span of control. It becomes difficult to get enough all-round workers; new machines are introduced, and it becomes necessary to specialize workers and to train them; and problems such as inspection, purchasing, machine maintenance, and the like are multiplied and become more complicated. This one man cannot be an expert in all fields, and he finds that he has to give up some of them. The other foremen in his organization are in the same boat; so it is the logical thing to move out some of these tasks and set up new departments to specialize in them.

Inspection might be moved out to get better control, maintenance might be moved out to skilled repairmen, and purchasing might be moved out to be taken care of by a good bargainer. Each one of these then becomes a separate department with its own boss, who has the responsibility for rendering the service and the authority to enable him to do it. Thus are formed *service* departments, and we may say that the head of such a department has complete authority and responsibility for his single service or function, no matter where it is carried out in the organization.

Now, as the organization continues to grow or problems become more complex, management wants to get expert advice or perhaps get some good ideas for policies or find out what may be wrong down the line; so it begins to get specialists or consultants as advisers. These are the *staff* men. They might be market analysts, lawyers, auditors, or consultants in any field. But the main point is that a

staff man is an idea man; he supplies information, advice, ideas, and policies to management, and management can accept or reject them. Theoretically at least, the staff man has no authority or responsibility over any line or service activities. If management accepts his ideas, it puts them into effect on its own authority and thus assumes the responsibility for them.

When organization evolves into line, service, and staff, the organization structure is essentially that of Figure 1.

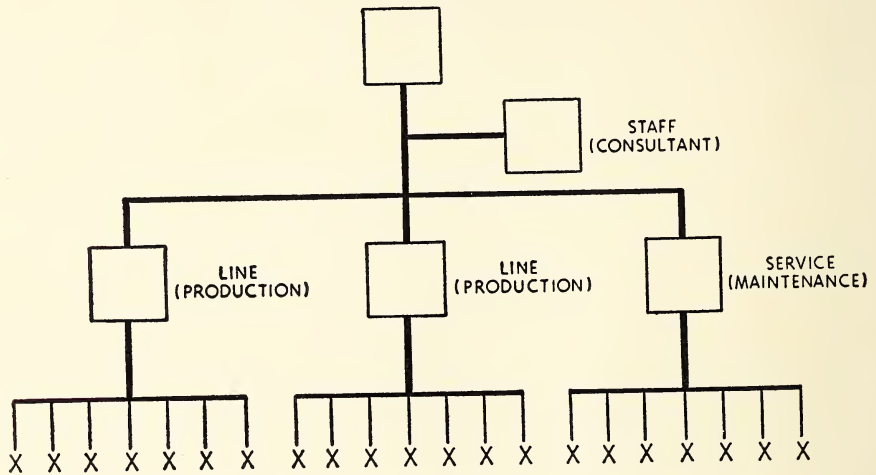


FIG. 1 — The Organization Structure

Maintenance of the Organization Structure

Most organizations are some combination of line, service, and staff. An organization is not a static thing but must be maintained and constantly steered toward its objective. The people making up an organization will influence it for good or bad; if it is allowed to drift, it will become less effective.

The staff activity is rather unstable. Instead of confining itself to an advisory capacity, it might easily go beyond this point by assuming authority over an activity and starting to direct line people in relation to carrying it on. Or management might, wittingly or unwittingly, shift a staff activity over to that of a service activity simply by saying, "That's a good idea; go out in the plant and put it into effect." As soon as staff assumes responsibility for an activity

and the authority to enforce compliance, it becomes a service department and is no longer staff.

Service departments do not stay where they are put in an organization chart. In times of general expansion, when problems increase in magnitude and complexity, service departments tend to take more and more activities from the line. For example, the personnel department might start out primarily as a recruiting agency for the line organization; but, as activities expand, labor becomes scarce, and human relations problems increase, it might end up by controlling completely the hiring, firing, transfers, raises, and discipline for the whole plant without much consultation with the line supervisor.

Some shifting is good; there must be adjustments to meet changing conditions. However, when these are made, everyone affected should be informed of the new relationships and the reason for them. This prevents conflicts of authority and allows the adjusted organization to operate effectively.

In order to prevent uncontrolled shifting, it is necessary that all in management be acquainted with the principles of maintaining a stable organization:

1. The organization should be set up primarily in terms of jobs to be done rather than the persons who will do them.
2. Lines of authority and responsibility should be spelled out.
3. Departmental jurisdictions should be outlined clearly.
4. New activities should be introduced with care into the existing organization; before they are allocated to departments, the following questions should be answered:
 - a) Will the activity be used more in this department than in any other department? (How about *safety* in the production department? Where do most of the accidents occur?)
 - b) Does the activity require the type of skill now present in this department? (Should salvage work be carried on in the production department?)
 - c) Would the activity be neglected or made subordinate if it were put in this department? (Should standard cost determination be in the accounting department?)
 - d) Should related but competing activities be put under the same man to promote co-ordination, or will this suppress competition? (Should bargain-basement shoes be under the main shoe department?)

- e) Should certain activities be kept apart from others because they act as checks or controls upon one another? (Should inspection be subject to the production department? Or credit determination be subject to the sales department?)

The Supervisor and the Organization

The line supervisor should not look upon the organization structure as a handicap limiting him in his activities. Instead, he should study it carefully for the purpose of determining where his department fits in and the part it should play. By studying the boundaries of other line departments, he will see where their responsibilities end and his begin. Thus he can reduce misunderstandings and increase co-operation between himself and the other supervisors in the line. By studying the parts played by the staff departments, he can uncover ways in which they can help him solve his problems by rendering their expert advice. By studying the service departments, he may find that he is duplicating activities that can be carried on better elsewhere and thus permit him to concentrate upon the primary purpose for which his department was set up. By utilizing the organization of which he is a part, the supervisor can do a better job.

CONFERENCE TOPIC

ORGANIZATION AS A TOOL OF MANAGEMENT

FOLLOWING UP ON THE JOB

Span of Control

1. What activities take up most of your time on the job?
2. Can you share or delegate some of your activities?
3. Can you increase your span of control in relation to the factors of distance, time, energy, personality, attention, and knowledge?

Principles of Organization

1. Are you training men to fit jobs, or are you changing jobs to fit men?
2. Are you taking full advantage of the specialized skills of your men?
3. Are your men Jacks-of-all-trades, or are they specialists?

4. Does every man in your organization know exactly what his job is? His responsibility and authority?

The Supervisor and the Whole Organization

1. Are you acquainted with the organization of the company?
2. Is your unit duplicating activities that are performed elsewhere?
3. Are you availing yourself of the aids offered by the service departments?
4. Is your group doing the job it is supposed to do?

3. POLICIES, PROCEDURES, AND RULES

CASE STUDIES

IN ORDER for a group of people to operate together successfully, they must have policies (guides toward their objective), procedures (ways of doing things), and rules of conduct. Without policies, procedures, and rules, there is confusion: a man does not know what to do or how to act; what is more, he is unable to anticipate what the others in the group are going to do or how they are going to act.

These cases show the need for workable policies, procedures, and rules and for their proper interpretation and uniform application. They also illustrate the difficulties that arise when attempts are made to handle matters of policy and rule without considering aftereffects.

CASE 1

The backlog of work in the shop has been increasing right along. Your boss in a recent co-ordinating meeting told you and the rest of the supervisors to increase output and to do it either by granting overtime or by increasing the work force.

You believe that the work load will keep increasing; so you are breaking in extra men instead of resorting to overtime. It requires some training work on your part, but you feel that you are keeping the total cost down by not having to pay time-and-a-half for overtime. You feel that you can add overtime later if it becomes necessary.

The supervisor in the unit next to yours feels that the extra work load is temporary. He does not want to get stuck with an overex-

panded force; so he is not taking on any extra men but is allowing his crew to work a great deal of overtime. At first things were going along well for him, but now, because of the long hours, there is a great increase in absenteeism, spoilage, and accidents in his department.

On the other hand, the new men that you hired for your unit are now well acquainted with their jobs, but they and your old men are jealous of the great amount of overtime the men are making in the other unit. All your men are beginning to grumble and slow down, with the idea of forcing you to allow them to work overtime. You feel that it is not necessary, and you certainly do not want to have the accidents, spoilage, and absenteeism that are plaguing the other supervisor.

1. What are the advantages of depending on overtime to solve the extra load problem?
2. What are the disadvantages of depending on overtime to solve the extra load problem?
3. What are the advantages of expanding the work force to solve the extra load problem?
4. What are the disadvantages of expanding the work force to solve the extra load problem?
5. What caused the trouble in this case?
6. What could have prevented the situation from developing?
7. Set up a policy that would have prevented it.
8. How can the present situation be corrected?
9. Set up a policy for the future.

CASE 2

The written policy of the company states that employees caught gambling are subject to immediate dismissal. However, various degrees of violation have been going on for years. There are baseball pools; some employees play poker or blackjack during the lunch period; some of the men are playing the horses and the numbers; there is even some betting on production output.

You and the other supervisors know about these practices but do nothing about them because they do not seem to be detrimental. In fact, some of them aid the team spirit. However, you supervisors have been careful to avoid getting involved, because of the policy prohibiting gambling.

This morning your boss called you into his office to tell you that he received a phone call from the wife of one of your workers, complaining that her husband did not bring home any pay last week because he lost it all gambling in the plant, and she threatened to inform the police.

You ask him for the name of the employee, and he says that he will tell you later, after you have cleaned up the situation. He tells you that the written company policy is your authority. You don't know how well he is acquainted with the situation; so you ask him how far you should go. He tells you all the way—all gambling must be stopped because he hears that it is getting into the hands of professionals in other plants. You ask him about clamping down on other departments, and he states that you are trying to pass the buck to him. He tells you to remember that it was the wife of one of your workers who called up.

1. What are your responsibilities in the above situation?
2. What are the responsibilities of the other supervisors in the situation?
3. What are the responsibilities of your boss in the situation?
4. How could it have been prevented from getting out of control?
5. How are you going to handle the situation?
6. Write up a realistic policy covering gambling.

CASE 3

Up until a week ago, you had working in your department a highly skilled specialist whose work is essential to production. This fellow—a circular-saw filer—drank a bit off the job, but that was none of your business. However, last Monday morning he came to work intoxicated and created a disturbance in the whole department.

Everyone is familiar with, and has seen applied, the written policy of the company on drinking—any employee intoxicated on the job will be discharged immediately. In line with the policy, you discharged him on the spot.

Then you called up the personnel department and asked for a replacement. They told you that people of his skill are not available and that your boss made a request three months ago and they are still on the lookout for such a man.

Then you bring your problem to your boss, and he tells you that he knows what you are up against and that he has been trying unsuc-

cessfully to line up somebody to take over the man's job if it should become necessary. He tells you that, since the man is essential, he will get him back even if he has to give him a raise. You both know that this is bad practice. The boss then tells you that, if he gets him back, you will have the job of keeping him in line and saving face with your group.

1. How should you have handled the discharge?
2. How should the boss handle the situation?
3. How are you going to keep the employee in line?
4. How are you going to save face?

CASE 4

Because of a tight labor market, the personnel department has been overselling jobs to prospective employees—indicating that sick leave is a right, that raises are frequent, and that they can get a day off when they need it, etc. The new men feel that they can get away with anything short of murder.

On the other hand, line management wants to get out production. It insists that sick leave is a privilege, that raises must be earned, and that the job comes first.

After the new employees are on the job for a short time, they become resentful. They feel that they have been "taken in" if their every wish is not granted. The old employees also are demanding and availing themselves of all the privileges promised to the new ones. You and the rest of the supervisors are trying to keep everybody happy, but with little success.

1. Evaluate the actions of the personnel department.
2. Evaluate the actions of the line management.
3. Evaluate the actions of the new men.
4. Evaluate the actions of the old employees.
5. Whose problem is this?
6. How should it be worked out?
7. Set up a policy to cover the situation.

CASE 5

There is an expansion program going on within the organization. So, in accordance with the company policy of promotion from within,

the company has been transferring and promoting some of the supervisors and employees from one department to another.

In the beginning this worked well, but lately it seems as if everyone in the organization is shifting from one job to another in order to benefit himself. Supervisors are pirating employees from their old departments, and employees are shopping around the various departments for better jobs. All this is resulting in confusion and is causing quite a training job. Each time someone is shifted, he has to be given some training, and his replacement has to be trained. Production is suffering.

1. What are the advantages of the promotion-from-within policy?
2. What are the disadvantages of the promotion-from-within policy?
3. How should it have been prevented from getting out of hand?
4. Set up a procedure for transferring employees.

CASE 6

The other day you walked into your unit and found two of your men fighting. Smith was beating Jones quite badly. You stopped the fight and saw that Jones needed medical attention; so you called first aid, and they sent him to the hospital. You immediately suspended Smith without pay for a week and told him that you would make a final decision after you got the facts of the case. Also you phoned Mrs. Jones and told her about her husband's being in the hospital and assured her that the company would take care of everything and that he would receive full pay while he was out. The above procedure seemed the best to follow.

When things calmed down, you started to gather the facts. According to the workers, Jones (the injured man) had been annoying Smith for several weeks and trying to pick a fight. On the day of the fight, Smith pushed Jones away from him, and Jones pulled out a knife. Then Smith really thrashed him, using self-defense as the justification.

The employees feel that Smith was in the right and Jones was in the wrong. Also that you made a mistake when you suspended Smith without pay. They feel that Jones instead should have been penalized.

You feel that you are getting beyond your depth; so you consult your boss. He goes up the line and finds that there is no policy or procedure to cover such situations.

1. What should you do?
2. What should your boss do?
3. How should fights be handled?
4. Set up a policy to show what the company's attitude should be toward fights.
5. Set up a procedure for handling fights.

CASE 7

The supervisor of the department adjacent to yours is lax in enforcing the goggles rule, with the result that his men do not wear goggles when they grind tools in your territory; neither do your men wear them when they are in his territory. Your men think you are overemphasizing safety. You are conscientious about safety and want to maintain a good record.

1. Should you force his men to wear goggles when they are in your territory?
2. Should you deny them use of your machines?
3. How can you force your men to wear goggles?
4. Should you report your fellow-supervisor to the chief? To the safety engineer?
5. What sales arguments can you use on your fellow-supervisor?
6. Set up a goggles policy that will work.

CASE 8

The policy of your company does not permit the employment of married women. You learn that one of your employees who professes to be single is married and has a child. In reply to questioning, she states that her husband is dead. Later you accidentally discover that her husband is a prison inmate, very much alive. She has the problem of supporting herself and the child, and she has been doing acceptable work for the company. It is possible to replace her with a better-trained single woman.

1. Is her situation one that will justify an exception to the company's rule?
2. Can you excuse her dishonesty? Does the gravity of her situation justify her dishonesty?
3. To what extent are the employees' personal problems your problems?
4. Is the policy out of date? Why? Why not?
5. Should there be a policy covering the employment of married women? Why? Why not?

CASE 9

The whistle-jumping situation is getting out of hand in the plant. Employees are quitting early and waiting near the time clock for the whistle to blow. You have tried to keep your men on the job, but they see other departments quitting early. Management has recently issued a rule that all employees not working when the whistle blows will be subject to discharge. Your chief expects you to carry out the order literally, in spite of the fact that other department heads are not doing much about the situation.

1. What should you do?
2. Is the whistle-jumping rule a good one?
3. How would you have written such a rule?
4. What should you do about the noncompliance of other departments?
5. Outline a method for controlling whistle-jumping.
6. What principles should be followed in writing rules?

CASE 10

You are in charge of a department of thirty-five men, and there is another department doing similar work and employing the same number of men. The other supervisor often does favors for his men, such as letting them off early, especially before holidays, and giving them more free time during working hours. As a result, your men want the same breaks; they grumble and feel that you are taking advantage of them. The other department is now turning out more work than yours, because of this upset.

1. Should you follow the example set by the other supervisor?
2. Should you talk to the other supervisor? If so, what would you say to him?
3. How should you correct this situation?
4. Should you see your superior?
5. Who should handle the situation?
6. Discuss the setting-up of a policy to take care of the situation.

CASE 11

On account of an unexpected increase in business, the hours of work were increased from eight to ten per day. Then, because of the scarcity of skilled labor, it became necessary to work still longer hours, until all the men were working all the overtime they wanted,

up to a sixteen-hour day, and really making money. Management then issued an order to put an end to overtime; it required that overtime be approved by the superintendent. Some of the men resent this so much that they are slowing down their production with the idea of forcing the company to grant overtime again.

When rush jobs come in that do require overtime, the workers offer all sorts of excuses for not being able to work overtime on them—this with the idea that the company will again grant unlimited overtime.

1. How can the supervisor get the men to work overtime on the rush jobs?
2. Would you call all the men together and explain the reasons for the rush jobs?
3. Would you call in and question the men who slowed down? What would you say to them?
4. Would you contact your chief?
5. How should management have controlled this overtime situation to start with? Formulate a policy to cover the situation.
6. How should management handle the present situation?

CASE 12

The fire chief has reported one of your men, Jim Smith, for violation of the no-smoking regulation.

Your boss passes the report on to you and recommends a three-day suspension—which is the penalty for violating this regulation.

This is the first time Smith has broken any of the rules. Upon investigating, you find that he was caught with a lighted cigaret just outside of the smoking zone.

You bring this information to the attention of your boss. Because his wife recently made him give up smoking, he wants an example made of Smith and wants all employees lectured on the hazards of fire.

When you inform Smith of the action taken, he points out to you the following violations going on at that moment:

- | | |
|----------------------|-------------------------|
| 1. Joe Knuckles. | working without gloves. |
| 2. Plug Jones, | spitting on the floor. |
| 3. Leo Fast, | running downstairs. |
| 4. Forklift Jackson, | excessive speed. |

Also ten other men violating regulations, all habitual offenders. He asks how it could be fair to suspend him.

1. How can you justify your action to Smith?
2. What should you do about the other violations?
3. What is wrong with your boss's attitude?
4. How should you go about building respect for rules after there has been continuous and widespread violation of them?

CASE 13

In the X tool company, those employees or supervisors above a certain grade are permitted to pass in and out of the plant without being inspected. A badge identifies such employees. All other employees must pass through detectors and are shaken down from time to time. The company has expanded a great deal recently and has added employees in all grades. Pilferage is increasing. Many of the employees who must pass through the detector believe that the pilferage is done by the higher-graded people. The lower-graded people are grumbling because the shakedowns are becoming more frequent, are an indignity, and are unfair, since not everyone in the company is subject to them.

1. Should all employees be required to pass through the detector and be subject to a shakedown?
2. Should there be different rules for different people? Justify your answer.
3. How can you reduce pilferage?
4. What should be the penalty for pilferage?
5. Should length of service be considered when setting up penalties for pilferage?

CASE 14

At the X company, smoking is prohibited in the shop restrooms and in all parts of the shop, except a few designated areas conspicuously labeled. However, smoking is permitted throughout the office area. The shop supervisors can usually find some excuse or business to take them into the office areas and thus give them the opportunity to get a smoke. Since the men in the shop do not have such opportunities, the supervisors have been giving them a break and have been very lax in enforcing the no-smoking rule.

Recently the fire insurance inspector turned in a report requiring

that the shop smoking rule be strictly enforced. Management wants to be as fair as possible and still comply with the order.

How should management go about handling the problem?

PRINCIPLES

The Need for Policies

Policies are the guides which chart the course of an organization and govern its activities toward the achievement of the purpose for which it was set up. An organization without sound policies is a ship traveling an uncharted course. Policies give the answers to such questions as the following:

- What quality of product do we intend to produce?
- In what quantity are we going to produce?
- What kind of salaries are we going to pay?
- How shall we treat our employees?
- What is our attitude toward unions?
- Shall we promote from within or recruit management men from outside?
- Shall we retire men at sixty-five?
- Shall we have a pension system? What kind?
- Shall we have a merit rating system? What kind?
- On what shall we base promotions?
- How much and what type of training shall we give?
- What quality and quantity of work do we expect from our employees?
- What disciplinary action shall we take with regard to absenteeism and tardiness?
- What shall be grounds for dismissal?
- What standards of conduct shall we insist on from our employees?
- How shall we reward extra effort and work-improvement suggestions?
- How far down the line shall various decisions be made?
- What type of employee induction shall we have?
- How shall we handle layoffs?

Every supervisor needs to know what answers top management makes to these questions. These answers should be available to him in written policies.

When sound policies exist in an organization and are observed, it becomes possible to judge how other men in management are going to act under a given circumstance. For instance, if an order came

through to increase production, all the managers involved would know the policy they should follow—whether they should hire more men, have their men work overtime, or start crews working an extra shift. If the organization had no policy as a guide and each manager used his own judgment on such a matter, there would be no co-ordination—just conflict and confusion.

Another difficulty that arises from a lack of policies is that every problem must be settled on its own merits. This might be all right in a small enterprise where one man made all the decisions, but in a large organization with a number of supervisors making decisions on the same level, it would be difficult to judge all cases on their individual merits without being accused of favoritism or arbitrary action or being unfair.

In an organization in which policies are stable, understood, and observed, a supervisor knows that he is operating as he should operate; he knows what his boss would do about a problem, and he does not have to run to the boss and ask; he can do jobs and solve problems in a definite manner that is in line with the boss's thinking.

Characteristics of a Good Policy

Policies are formulated by top management for the guidance of the whole organization. They must be set up to enable the organization to reach its objective. One policy must not be in conflict with another. A good policy is: (1) stable, (2) flexible, (3) understandable, (4) realistic, (5) sincere, and (6) observed.

Stability is necessary because no one puts any trust in a policy that is subject to change without notice. A policy should be changed only when investigation shows conclusively that it is no longer the best policy.

Policies should be *flexible* to take care of minor changes in conditions. If they are too specific and too rigid, they will soon become outmoded and have to be changed.

Policies must be *understandable*, that is, they must not be involved, and they should be expressed in simple and clear language.

They should be *realistic*, that is, they should not be dealing with ideal situations or remote goals, but they must be set up in terms of the imperfections of the actual working world.

Policies must be *sincere* and not a lot of double talk. An attractive pension policy should mean what it seems to mean, and an employee

with high earnings should not be discharged or bought off just as he is coming up to retirement age. People have to live and work and plan their futures under these policies, and it is dishonest to promise them something that they are not going to get.

Finally, policies must be *observed*. They are set up as guides for the making of decisions. If they are violated, they are of little use, and, in fact, the violations become the precedents for the formation of unwritten policies in conflict with the aims of the organization. If a policy has outlived its usefulness, it should be discarded.

Policies as an Aid to the Supervisor

Good policies are positive aids to the supervisor in getting his work done. They make his work easier because they steer his judgment and initiative into the proper channels; he can know what is expected of him, he can more easily judge whether his plans are right or wrong, and he does not have to operate in the dark, going along on a trial-and-error basis. They enable him to co-ordinate his work with that of other supervisors and with his boss.

While the supervisor does not formulate top policies, he acts as a channel of information to top management, and it is only upon complete and accurate information from down the line that realistic policies can be formulated.

The supervisor does formulate departmental policies, and, in order to set up good ones, he must know the characteristics of a good policy, and he must know the organizational policies so that his departmental policies will be in accord with them. If the general policy of the organization is to promote from within, the supervisor will need to set up a policy to govern the development of understudies in his department. Departmental policies flow from and are developments of organizational policies.

Interpreting Policies

It is an important part of the supervisor's job to interpret company policies to his subordinates. In order to do it effectively, not only must he know and understand the policies, but he should know the history of them and why they were formulated. Some of them were set up to guide the organization in conforming to labor laws, government regulations, and union contracts. Others were formulated to cover

issues on which decisions from down the line were appealed to top management. Most of the policies were adopted because of some experience or investigation which showed them to be the best course for the organization to follow.

The supervisor will find it easier to be in accord with the policies of the organization if he knows why they were adopted. His attitude toward a policy is easily sensed by his subordinates; if he looks on a policy as an unwarranted restriction of his freedom, the men are going to resist it and all the decisions made in accordance with it.

In interpreting policies to his subordinates, the supervisor must do it accurately and clearly, in language that the men can understand; he must do it impartially, in the spirit in which the policy was intended; and he must give the reasoning behind it and the why and the wherefore.

The supervisor cannot assume that his subordinates know the policies just because they were explained in the induction program or in a talk a year ago. Workers come and go, they forget, and any piece of information gets garbled in time. When a supervisor gives a decision on a controversial matter, he will do well to remind the men of the policy under which he made that decision. Then his men will know that he is not being arbitrary, operating by whim, or playing favorites.

The Purpose of Procedures

Procedures are the mechanics or the routines set up for the purpose of aiding in the carrying-out of policies.

For example, there must be a routine or some sort of plan for getting the *idea* of a new product from the discussion stage into manufacture. Normally, a proposed product is discussed by a committee made up of representatives of the sales department, the engineering department, the manufacturing department, and any other departments concerned. Policies act as a guide in these discussions. Should this be a low-cost competitive item or a high-quality item? The decision is made in line with policy, and all information is turned over to the engineering department, where sketches are made; from these, assembly drawings and detail drawings are made and specifications are set up. Once again, policy is an influence; the quality standard for the product will be the guide in setting up the quality standards of the parts specifications. Next, an experimental

model is made and tested; then shop drawings and blueprints are made of the piece parts, assemblies, and necessary jigs. Then the product is ready to go into production.

Within a department, procedures are the routine methods of handling work from the time it comes in until it goes out. They cover such things as routing, scheduling, dispatching, cost recording, and follow-up. Procedures are the routines devised to save all the repetition of work and thinking and experimenting that would otherwise have to be done every time a new piece of work was started.

Operating under Procedures

Procedures grow up from methods that are tried out successfully on a number of like jobs. When a method is thought out carefully, tried out successfully, and appears to be the best method, it is reduced to writing and becomes a procedure. Then it is necessary to correlate it with other procedures, in order to get greater control.

Procedures should not be made over elaborate or an end in themselves. Their purpose is to make work easier. They should show clearly, in simple terms, the steps of the routine from the beginning to the end.

A procedure is adopted because it seems to be the best method available at the moment. But there is no reason to assume that it could not be improved on. "We have always done it that way" is no justification for a procedure. Procedures are not like policies; it may be beyond a supervisor's responsibility to be critical of a policy, but it is a good thing for him to be critical of a procedure. In fact, he should keep examining procedures to see if they cannot be improved or simplified. The way to go about improving a procedure is to question the why of each step in it. If there is a step without a good reason, it should be cut out. Then, too, the work of an organization is continually changing, and it is necessary to keep examining procedures and adapting them to the changes in the work they control.

When a job falls outside the procedure, either new procedures are set up (if the jobs repeat often enough), or, if the solution is outside the departmental jurisdiction, the problem is passed up the line to the point where there is sufficient authority to solve it.

This passing of a problem up the line is a part of the operation of the Rule of the Exception. According to the Rule of the Exception, if the solution of the problem is not within the authority of the supervisor, he passes

it up the line to the next level. If it cannot be settled at that level, due to the lack of authority, it is passed up to a level at which the requisite authority exists. Here it is settled as a routine problem.

Procedures can be used as a check for detecting bottlenecks, for determining where performance is falling down, and for fixing responsibility.

The supervisor has procedures to follow in the handling of his men. The formula for taking care of and reporting accidents and injuries on the job is a procedure. There are procedures to follow in the handling of grievances, absences, layoffs, recalls, promotions, and transfers. Many disciplinary actions are matters of procedure.

Procedures are to the supervisor what tested recipes are to the chef; without them, there would be a lot of waste and mess.

The Purpose of Rules in the Organization

Rules or regulations are definite statements of what to do and what not to do. "No Smoking" and "Walk, Don't Run," and such signs are examples of rules or regulations. On the other hand, rules may be unwritten, such as the accepted customs of keeping to the right or not spitting on the floor. Or they may be written but not in the form of signs. Such rules would be that the lunch period is half an hour or that work starts at eight o'clock.

Rules inform people how they should conduct themselves as members of a specific group. Without rules, it would be difficult to enforce the conduct that is necessary for people to work together successfully. One supervisor would allow smoking, while another would forbid it; people could come in late in one department but not in another. And the supervisor who insisted on a higher standard of behavior than that observed in another department would be accused of picking on people or trying to run the place.

Rules should be clear and definite in order to avoid misinterpretation. They must be direct and specific, so that people cannot get around them. And, in order to be effective, they must be known and enforced. "Ignorance of the law is no excuse" may work on the outside: but within the organization anyone guilty of a misdemeanor will try to claim ignorance of the rules. And it is very difficult to charge an individual with violations of good conduct if the rules are not known or enforced.

Rules are needed for safety, for protection of equipment, and for the amount of control of conduct necessary for the accomplishment of the job. When rules come down from management and they are logical, and the men can see the necessity for them and know the penalty for breaking them, they meet little resistance.

Rules and the Supervisor

It is up to the supervisor to enforce the rules and to be consistent about it. It is bad practice to allow violations to continue and then clamp down and suddenly make an example of someone. Such action causes a feeling of resentment on the part of the workers and makes a martyr of the offender. Also, the supervisor should avoid seeming vindictive in enforcing a rule, that is, being out to "get" somebody.

There should be some flexibility in the penalties for violations of rules. As in the courts, extenuating circumstances have to be considered. The first offender normally should not receive the same punishment as the old offender of the flagrant violator. The enforcement of rules will be considered more in detail in chapter 16, "Discipline, Tardiness, and Absenteeism."

When the supervisor is tempted to make a rule regulating the conduct of the men in his department, he should ask himself these questions: "Is the behavior I want essential to the job?" "Could I get it without a rule?" "Could I *lead* my men to do this rather than try to force them with a rule?" "What would be the long-term results of such a rule?" "Could I enforce such a rule?" "Would it backfire?"

Making a rule should be the last resort, because too many rules, or rules that seem petty or arbitrary, defeat their own purpose. Everyone has heard the gripe, "Does he think he's running a kindergarten or something? Well if that's the way he wants it, brother, that's the way he's going to get it."

Giving workers as much freedom as possible and treating them as responsible adults pays off in co-operation, team spirit, and high morale.

CONFERENCE TOPIC

WORKING UNDER POLICIES, PROCEDURES, AND RULES

FOLLOWING UP ON THE JOB

Policies

1. Do you know company policy on raises? Promotions? Demotions? Transfers? Layoffs?
2. Are your departmental policies on these matters in line with company policies?
3. Do you apply policies when making decisions?
4. Do you make it a point to show your workers that your decisions are made in line with company policies?

Procedures

1. Are there some activities in your department that are repeated often enough to be reduced to routines and handled by procedures?
2. Do you periodically examine present procedures with the thought of eliminating steps and uncovering a better way of doing things?
3. Do you know the *why* for each step of each procedure you use?
4. Do your men understand company procedure for handling accidents?
5. Do your men know that you are following company procedures in your handling of absences, reprimands, and the like?

Rules

1. What rules are you finding difficult to enforce?
2. What factors are making enforcement difficult?
3. What are you doing to overcome these difficulties?
4. If you have set up some rules for your unit, are they getting the desired results? Should they be modified? Would things be better without them?

4. CHAIN OF COMMAND

CASE STUDIES

IN THE average plant the principle of unity of command—*that a man can serve only one boss*—seems to be the principle most frequently violated. Organization structure may be properly designed and policies and procedures carefully set up, and yet the principle on which the whole structure is built—and the principle with which everyone agrees—is violated left and right.

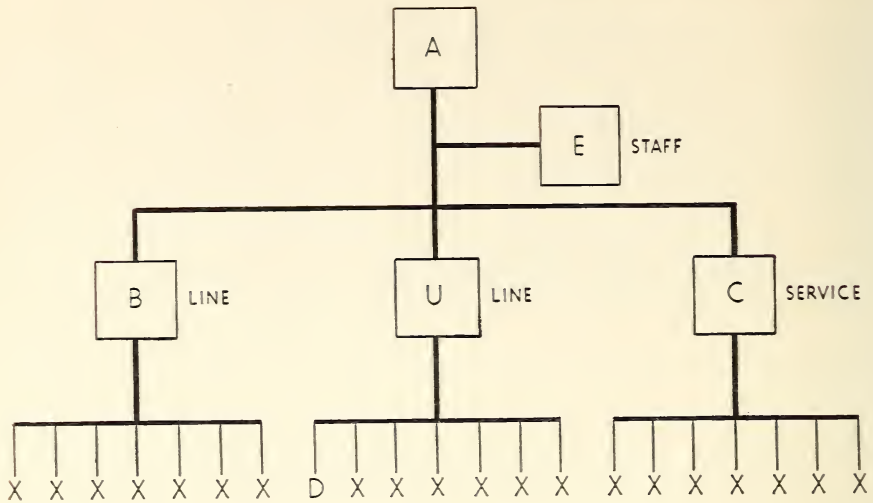
Violating the chain of command is like jaywalking or going the wrong direction down a one-way street; a man may get there faster than if he went around, but, in doing so, he is disrupting the regular flow of traffic.

Most violations of the chain of command arise from wanting to get things done in a hurry. Some violations can be charged to ignorance, others to failure to consider the consequences. When a man sees the results of violations of the chain of command, he becomes more cautious and learns to respect it.

CASE 1

How can you overcome violations of the chain of command? (See organization chart at top of next page.)

1. *D* asks *A* for orders and gets them.
2. What might be some of the reasons for the above?
3. What should *U* do about it?
4. *B* gives orders to *D*.



5. What might be some of the reasons?
6. What should *U* do about it?
7. *C* (Service) gives orders to *D*.
8. What might be some of the reasons?
9. What should *U* do about it?
10. *E* (Staff) gives orders to *D*.
11. What might be some of the reasons?
12. What should *U* do about it?
13. *A* gives orders to *D*.
14. What might be some of the reasons?
15. What should *U* do about it?

CASE 2

A member of the safety committee attempts to stop a mechanic who is not wearing goggles while grinding a tool. The man refuses to stop, and the safety committee man reports the incident to you, the supervisor of the mechanic.

1. Should the safety committee man have attempted to stop the unsafe act?
2. Should he have let the man alone and reported the violation to you instead?
3. What should you do?
4. What are the effective ways to enforce safety rules?

CASE 3

The safety engineer has taken upon himself the authority for enforcing the safety rules very strictly in your department, with the result that the men are antagonistic and the accident rate is going up. He holds you accountable for this, saying that the foreman is responsible for the safety of his men.

1. Is the safety man correct in his attitude?
2. Is the foreman responsible for the safety of his men? Explain.
3. Should the safety engineer take upon himself the authority for enforcing the safety rules? Explain.

CASE 4

One of your subordinates is always avoiding the chain of command and getting information from your superiors which he could have got from you. He is a hand-shaker by nature and wants to mingle with upper management as much as possible. Your superior notified you of this on one occasion. You have admonished the man several times, but to no avail.

1. What action should you take?
2. Should you advise your superior of your action?
3. Should you request your superior to handle him?
4. How can this type of behavior be corrected?

CASE 5

Quite frequently the chief enters your department and gives orders and changes the work methods of your gang. As a result, the men are confused and want to know who is boss. Your chief thinks that his efforts are aiding production, but there is no evidence that they are.

1. What should you say to the chief?
2. What should you say to your men?
3. Even though your chief is responsible for plant production, to what extent has he the right to interfere in your department?
4. What might be some of the results of his actions?
5. How can the situation be corrected?

CASE 6

Your chief has a habit of going through the shop frequently and talking with your subordinates, in order to get their views personally

and also to give them counsel. This is good for the morale, but sometimes he gives out information which you are withholding for your own reasons, or gives a raise which you have refused, or tells the fellow who lives away from home that he can have a short vacation to go to see his folks—just when you need the fellow on a rush job. As a result of this, some of the men do not give much weight to your orders, and, when something of importance arises, they go immediately to your chief for his decision.

1. Explain what you would tell your chief.
2. Would you speak to your men?
3. What could be the eventual outcome of such a setup?
4. What are some of the results of breaking the chain of command?

CASE 7

A mechanic under your supervision comes to you and tells you that the mechanic on the following shift does not follow directions in continuing the job started on the day shift, but changes the job around so as to perform only the easy operations. Your mechanic says that he has spoken to the other mechanic about the situation several times, but to no avail. The second shift is in charge of a supervisor who is on the same authority level as you.

1. Should you contact the mechanic on the other shift? What should you say to him?
2. Should you contact the supervisor on the other shift? What should you say to him?
3. How should you investigate the situation?
4. Should you contact your superior?
5. What steps should be taken to avoid the recurrence of such a situation?

CASE 8

You are foreman of the model department in a family-owned plant whose president is the son of the founder. Your department, in its duties of building anything and everything, employs many skilled technicians. The old man (founder and former president) has retired, but he is an old craftsman and makes a habit of spending two or three afternoons a week in your workrooms, turning out little projects of his own. The novelty of his presence has worn off for the

men, and they become irritated at his advice-giving and his using the machines when they are wanted for regular work.

You have spoken to your immediate superior, but he is very reluctant to take any action. He tells you it is better to have a little time wasted than to bother the old man. Since then, several of your men have become so disturbed by the old man that they are threatening to quit.

1. Would you talk to the old man? What would you say?
2. Does your superior's advice still hold, now that the men are threatening to quit?
3. How can you convince your men that they should not mind the old man?
4. Should this behavior of the old man have been anticipated? How could the present situation have been avoided?

CASE 9

You are in charge of a department employing a large number of men. You have two men working on a project which, when completed, you think will help expedite production in your department. One day while you are working on this new idea, the superintendent walks by and asks you what they are making. You explain your idea to him. He says it is very good and tells you to go ahead with it.

The next day your immediate supervisor, the general foreman, walks by. He sees the men working on your project, comes to you, and wants to know what they are making, also why they are not on some other work directly connected with production. You explain your idea to him. He tells you to discontinue the project and rebukes you for doing that kind of work without first getting his permission. You tell him that you wanted to have it in a more complete form before showing it to him and taking up his time. You also mention to him that the superintendent saw it and told you to go ahead with the job.

The general foreman has always been very obliging as well as considerate and quite friendly toward you. But apparently he is annoyed because you did not tell him of your plans, even though he knows you had good intentions and planned to tell him before anyone else. He says now that *he* is your foreman and you must do as *he* wishes. You comply with his request, and the following afternoon the superintendent pays you a visit to see how you are progressing. He sees that you have stopped the project and asks why.

1. What would you say to the superintendent?
2. If you told him the facts, would you lose your foreman's friendship and confidence?
3. Is this what we call "short-circuiting"? On whose part?
4. What effect would this situation have on the two workmen?
5. Explain briefly how this situation could have been avoided.

CASE 10

You are the head of a service department and responsible for all the information given out by the department. The head of a department which uses your service is continually phoning your men for data before it is completely checked and released by you. Your men often pass information on to him without consulting you because he is in a position to make their task of gathering data easy or difficult.

1. How would you go about getting this situation under control?
2. What would you say to your men?
3. What would you say to the head of the other department?
4. Would you contact your boss? Explain.

CASE 11

After years of getting along well together, a strained situation is developing between you and your boss. He believes in laying out the work in general terms and pushing authority and responsibility as far down the line as possible. He expects every one of his subordinates to be on top of the job at all times.

Recently Jim Jones, one of your assistants, moved into the community where your boss lives, and the two men have become close friends. They go out together socially and during that time talk shop. Thus your assistant acquires a great deal of information about jobs and over-all plans and details as to how the boss would like to have the jobs done. You hear from another assistant that Jim Jones has been putting this information to good use for himself. He has been giving the other assistants the inside dope and suggesting to them changes in method—thus indirectly jeopardizing your authority.

At the latest co-ordinating meeting your boss asked you for some information on a matter that he had never mentioned to you before. Jim Jones was able to supply the desired information, and several of

your other assistants verified it. Your boss then said to you, "Everyone seems to know what is going on here but you."

1. What are the issues in the case?
2. How does your boss see the facts?
3. How does your assistant, Jim Jones, see the facts?
4. How do your other assistants see the facts?
5. How do you see the facts of the case?
6. How could you have prevented the situation from occurring?
7. What steps should you take to correct the situation?
8. How can similar situations be prevented from occurring in the future?

CASE 12

You are a supervisor in a company that makes special, heavy, earth-moving equipment. Because of varying conditions under which the equipment must operate in the field, it is necessary that modifications and specification changes be made continually during manufacture. It is the responsibility of the engineering department to change the specifications and to see that modifications are made. The engineers often go directly from the field to the shop and direct the changes. These changes are often not cleared through channels, so that the finished machines are often different from the specifications and the blueprints.

The shop supervisors do not know whether to follow the information they get through channels or to follow the sketches and verbal instructions they get from the engineers.

1. What are the advantages and disadvantages of the above method?
2. Work out a procedure that will permit necessary modifications to be made quickly, but at the same time kept under control.

CASE 13

Up to six months ago you were quite successful in achieving high morale and efficiency in your organization by maintaining close contact with all your employees on the several levels of supervision. Each person felt that he could drop in on you at any time and discuss his work and personal problems, and many availed themselves of the opportunity. The organization ran smoothly. You were in close contact with the work situations and could render many spot decisions which promoted efficiency.

Six months ago your work load and your organization expanded rapidly, and you added another assistant to your staff. You had a choice between Smith and Jones. Smith is a brilliant, aggressive, lone wolf, who often rubs people the wrong way and does not have too much respect for regulations. Jones is well liked by everyone, has average intelligence, follows directions closely, but does not have a great deal of initiative. You chose him for the job instead of the more brilliant Smith.

Since then, owing to the pressure of work, you have had to keep to a minimum the office visits from the lower echelons and have been getting more and more of your information from your several assistants. As far as you know, everything is going pretty well in all departments except Jones's. The other supervisors are old-timers and their work is routine.

However, in Jones's department you are getting worried about what might develop. For two months Smith has been dropping into your office quite frequently. You have encouraged the visits because he is a good man and you want to adjust him to his new relationship with Jones. Often you give him a few hints on how to handle a job he is doing for Jones, with the result that he exerts the maximum effort and goes beyond the requirements. However, on any job handled exclusively through Jones, Smith's work is just passable. You ask him about this, and he replies that Jones either does not know how to, or does not wish to, lay out a job for him in the best manner. According to Smith, Jones wants his subordinates to do just as they are told and nothing more.

Recently Jones has been complaining to you that Smith is unsatisfactory and that his work, though fundamentally superior, does not co-ordinate well with the work of the rest of the group, with the result that other jobs often have to be modified to fit Smith's work or Smith's work has to be modified to fit regulations. Smith knows that his work is superior and has been indicating to Jones and others that they had better follow his pattern if they want to keep up the group's efficiency.

1. What are the issues involved?
2. How should you handle Smith?
3. How should you handle Jones?
4. What are the advantages and disadvantages of the open-door policy?

5. What are the advantages and disadvantages of the chain-of-command policy?
6. How could the situation have been prevented?
7. What are the possible solutions for the problem? Which is the best?
8. Can the open-door policy and the chain-of-command policy be integrated? If so, how?
9. Formulate a policy to prevent the occurrence of similar situations.

PRINCIPLES

Unity of Command

Unity of command means that each person—from the bottom to the top of the organization—has just one boss, and no one but that boss should be giving him direct orders.

A superior has direct authority and responsibility for his subordinates; he is responsible for their actions. But if someone else is coming in and giving orders to them, that someone is assuming authority over them and taking the authority away from their boss and leaving him with the responsibility. This is contrary to the principle that authority and responsibility must be coextensive. When a man gives orders to someone else's subordinates, he is violating the chain of command.

The principle of unity of command insists that there should be just one boss. To the organization as a whole, this means that one man is at the top, and the lines of authority and responsibility start with him and flow down from him to all levels of management.

The chain of command grows out of that top boss's need to delegate authority and responsibility. Since the job of running the organization is beyond his span of control, he has to share this load with others. He delegates jobs to other people, and he makes them assume responsibility for those jobs; then he must give them the amount of authority that will enable them to carry out the jobs.

But the top boss cannot lean back then and say, "Well, that lets me out; whatever happens now is not any of my doing." The success or failure of the enterprise still rests squarely upon him. When the owners or investors come to him, he cannot pass the buck and say that the mistakes were made by his subordinates and he is not to blame for them.

A superior delegates authority and responsibility to his subordi-

nates, but he does not relinquish it. A superior must retain authority and responsibility for the *actions of the men* to whom he has delegated authority and responsibility.

Violations of the Chain of Command

In every organization there are violations of the chain of command. In some places they are few, and in other places they are so numerous that people are asking, "Who is the boss around here anyway?" Often the big boss will come into a section and tell a man to do a job. Someone from a service department will tell a worker that he wants a certain job done, or a staff man may get a line worker to push one of his projects. Or the head of another group may come over to see how a job is progressing and start giving orders about it—all this without keeping the man's immediate superior informed. Or a subordinate may go to one or all of these people for directions. Thus numerous people are giving orders to the subordinates of another, and this supervisor is held responsible for work he may know nothing about and which may even be contrary to his orders. How can a supervisor perform his job of planning, organizing, directing, controlling, and co-ordinating the activities of his group when outsiders are interfering?

In a well-organized business in which authority and responsibility are properly delegated, why are there so many violations of the chain of command? It is because organization merely sets up the framework for unity of command: the business of maintaining unity of command is a matter of the functioning of personnel.

Most of the violations are unconscious rather than deliberate. The big boss may be in a hurry to get certain things done and be trying to save time by going directly to the worker. Again, he may want a particular job done in a certain way, and, to be sure that it will be, he thinks that he has to give the information to the worker firsthand. Or the big boss, wanting to keep close contact with everyone in the organization, likes to talk things over with the boys, and so, before he knows it, instead of just discussing jobs and working conditions, he is issuing orders on how to do things and what to do next.

A service department, concentrating on its own specialty and sometimes forgetting that it is only part of the whole picture, often oversteps its bounds and gives orders to the men under the line super-

visor. The staff man often forgets that he is an advisor only, and, if he is not used to a long chain of command, he may, in order to get his projects completed, grab the bull by the horns, push his work through the line, and complain directly to top management if things do not go to his liking.

Finally, a subordinate may short-circuit his superior and seek directions from others. Some of the reasons here could be ignorance, fear, malice, or a desire to promote his stock with someone close to the top.

Analyzing Violations of the Chain of Command

When a supervisor finds that the chain of command is being violated or short-circuited, he should study each case of violation and find out the cause.

Starting with himself—is he a bottleneck? Perhaps he is not issuing orders correctly or clearly. Perhaps he is not giving his subordinates enough authority and responsibility. Perhaps he has not thought through the job on which he is giving orders. Perhaps he is not explaining the why of each job. Perhaps he is too vague in giving orders or directions or possibly too precise and detailed.

Is the boss short-circuiting him in order to get a true picture of what is going on in the group? Maybe the boss is not being properly informed or is afraid that he is not. Perhaps the supervisor is filtering the information that he gives to the boss—just relaying the favorable things and suppressing or coloring the unfavorable ones. Perhaps he needs to find out more exactly what the boss wants and how he wants the organization run.

Why is the supervisor running into conflict with the service departments? Is there a clear demarcation between the activities of his department and those of the service departments? Perhaps he is antagonistic. Does he know how to utilize their services in order to do a better job? Do the service departments know his problems? Would an understanding with them clear things up?

As to the staff man—does the staff man realize that he is stepping outside his bounds? Because the staff man is close to the top boss, is the subordinate kowtowing to him and inviting the violation?

Why are the supervisors of other departments interfering with his men? Perhaps they are impatient to get things done. Maybe they

are after part of his job. It may be that the boundaries of the activities of the various departments are not clearly defined.

Why do his subordinates accept, allow, or seek directions from someone who is not their boss? Perhaps the supervisor is not giving them the recognition they want, and they are seeking it elsewhere. Maybe his orders are not clear. Maybe he is not approachable or available. Maybe he is disagreeable. Some of the workers may be out to show him up and get rid of him or get his job.

Preserving the Chain of Command

In order to reduce violations and short-circuiting of the chain of command, a supervisor must be on top of his job at all times. He must know what his men are doing, and he must watch the progress of their jobs. He must plan their work so that they are kept busy doing the jobs he assigns.

He must let outsiders know that he runs his department efficiently and that all work must clear through him so that he can route and schedule it. Finally, he must create a close bond of teamwork between himself and his subordinates, so that they will keep him informed; he must be available to them and be a strong and necessary link in the chain of command.

Flexibility in the Chain of Command

Maintaining the chain of command does not mean that all information must go all the way to the top of the organization in order to be cleared before it can be acted on. Such a procedure not only would clog up the lines of communication but would be too slow. Informal cross-contacts are necessary in every organization in order to expedite the exchange of information. However, in exchanging such information, one man should not assume authority that belongs to another. When a man goes into another department and tells a worker to do something, he must be sure that his next stop is at the desk of that worker's boss to let him know what he has told the worker and why. This gives the boss an opportunity to cancel the order if he does not want to be responsible for it, or to modify the order if it does not fit into his plans. At any rate, he knows what his worker is doing and why, and he can modify his plans to accommodate this unscheduled activity. If a supervisor finds it necessary to

give orders to another supervisor's man, the only way he can do it without usurping authority is to see that the second supervisor is kept informed.

When an emergency arises or an unsafe practice is noted, it may be necessary for another supervisor to take command of the situation. Under such circumstances, the order-giver is acting in the name of the regular supervisor.

If it is necessary for an outsider to assume authority over a job, he should assume the responsibility also. For example, if a staff man requires the services of several line workers, they should be transferred to his jurisdiction temporarily.

In maintaining the chain of command and still permitting the flexibility that is necessary to effective operation, there are two principles to follow: first, keep authority and responsibility coextensive; and, second, keep everyone informed.

CONFERENCE TOPIC

OBSERVING THE CHAIN OF COMMAND

FOLLOWING UP ON THE JOB

Unity of Command

1. Does each member of your group receive orders from one person only?
2. Does each member of your group know who has the right to give him orders?

Violations of the Chain of Command

1. Do you violate the chain of command?
2. Do your workers receive orders from people in other units?
3. Do your workers solicit orders from people in other units?
4. Does your boss short-circuit you?
5. Do your subordinates short-circuit you?

Preserving the Chain of Command

1. Do your workers keep you informed when they receive orders from outsiders?
2. Are you available when workers need directions?

3. Do your workers avoid coming to you for directions?
4. Do you always know what jobs your workers are doing?
5. Do you check the progress of work frequently enough?
6. Do you schedule work carefully?

5. COMMUNICATIONS

CASE STUDIES

THE efficiency of an organization is influenced to a great extent by the effectiveness of its channel of communications. In order to get things done correctly, it is necessary that people have a clear idea of what is to be done. There is a need for a meeting of minds. This is accomplished by good order-giving and tailoring the order to the receiver.

Communications is not a one-way matter that is just an order-giving function; there is need to find out whether or not orders are being carried out and what resistance they are meeting. Management that understands reactions to orders is in a position to shape orders in a manner that will cause them to be carried out more wholeheartedly, more fully, and more expeditiously.

The first-line supervisor is a most important clearinghouse in the system of communications. He is the one who interprets orders to the workers, and—whether his interpretations are correct or incorrect—the workers take them as being the meanings that management intended.

Then the supervisor reports back to management the results of those orders—how they are being carried out and what the worker's reactions were to them. Whether or not this is a complete and factual picture of what goes on at the bottom of the organization, it is what management has to go on in formulating or modifying other orders.

CASE 1

The workers used to come to you for verification of rumors that circulated in the plant regarding layoffs, raises, etc. You were usually able to get the information for them from your chief, but only after some delay. Lately, however, the workers have been going to the union steward for information and getting an immediate answer from him. In many cases you know that he is guessing. Your chief states that he cannot take such a chance but must wait for information to be verified before he gives it out.

1. What are your chief's responsibilities in this situation?
2. What are the union steward's responsibilities in this situation?
3. How can the situation be brought under control?
4. Outline a program for handling rumors.

CASE 2

In your department a rack containing sheet steel collapses, injuring one of the employees. He is taken to the hospital before the extent of the injury is determined; you learn later in the day that the injury is very serious.

1. Is it advisable to relieve the uncertainty among the employees by giving them this report immediately, or should it be withheld until the following morning, when they will be less excited?
2. Should a notice be posted on the bulletin board?
3. Should only those workers in the immediate vicinity of the accident be notified?
4. What are some suggestions that should be followed in making such notifications?
5. Who should notify the man's family?
6. What are some cautions to be observed in making such notifications?

CASE 3

You are the supervisor of a large group doing semiskilled work. This gang is made up of four different nationalities, each of which has its own informally appointed leader, who acts as spokesman for his group. It has been found that production is increased by allowing each of these leaders to assign the work and to instruct the members of his own group. These workers, even though they understand

English, prefer to speak in their native tongues. This increases suspicions between the different groups, resulting in quarrels.

1. Should these groups be allowed to appoint their own leaders?
2. Should you ignore the leaders and work directly with the men?
3. Should you demand that only English be spoken in the shop?
4. How would you enforce such a demand?
5. How can you reduce the number of quarrels?
6. How would you go about solidifying your group?
7. What can the personnel department do to aid in the solution of this problem?

CASE 4

Your chief often rushes into your department and gives you vague and general orders. When you question him, he tells you to work out the details yourself. You use your judgment, and the results are often quite different from those he anticipated. He then tells you that you are not carrying out his orders.

1. Should you ask him for orders in writing?
2. How would you go about getting more specific and detailed orders from him?
3. How should the situation be handled?
4. What are some of the causes of misunderstandings relating to orders?

CASE 5

You have a great deal of difficulty getting one of your men to follow your instructions. You explain the job carefully and in detail. When you ask him if he understands, he always says he does; however, when you inspect the job later, he may be doing it incorrectly. He is well meaning and a steady worker, but not too bright.

1. How should you make sure that you are thoroughly understood?
2. Should you ask him to repeat the instructions?
3. Should his instructions be in writing?
4. What steps are necessary in order to instruct effectively?

CASE 6

You believe that each man down through the organization should be a "booster in the line"—that he should be a supplier of extra

ideas relating to his assignments and thus strengthen rather than weaken the chain of command.

John Doe is your weakest assistant. He has a pleasant personality and can handle regular assignments but is limited in initiative, technical knowledge, and ideas.

Lately the work of the organization has become more complicated and follows less and less of a regular pattern. As the nature of the work changes, you see that Doe is becoming more and more of a yes man. As you outline a project to him, he keeps yessing you along. Occasionally you test his understanding by asking pertinent questions, to which he is unable to give quick answers. However, you pass over the points, giving him time to work out the details at his desk and muddle through. You do not know how much he grasps and how much he misses. You feel that, if you could have a meeting of minds with him, you could save his time and yours by explaining more in detail the points he may be missing, but he never asks questions or brings up objections—simply yeses every statement you make.

Doe has developed the philosophy of agreeing with you and keeping you happy to the point where he is overemphasizing the favorable aspects of his department and suppressing the unfavorable ones. For example: Recently two of his best men quit to take jobs at the same pay in a California aircraft plant. They gave as an excuse the climate. Doe knew that they planned to quit, but he did not inform you. When you question him about it, he says that he expected them to change their minds, and anyway he did not want to trouble you with the internal problems of his department.

1. What are some of the things wrong with Doe?
2. Why does he act as a yes man?
3. How can you help him get over it?
4. What steps can you take to make your subordinates "boosters in the line"?
5. What gives rise to the philosophy of keeping the boss happy?
6. What are the advantages and disadvantages of keeping the boss happy?

CASE 7

Your boss is a believer in the open-door policy, with the result that a number of your subordinates go to see him and make complaints. He listens to their side of the story and half-promises them favorable

action. However, when he hears your side of the story, he changes his stand and agrees with you. He tells you to take appropriate action, but he does not indicate his change of position to the men. When your action on the matter is unfavorable to the men, they become angry with you and slow down production.

1. What are the advantages and disadvantages of the open-door policy?
2. Is the boss ever justified in using you as a buffer between himself and the workers?
3. Should you send the men in to see the boss after he has reversed his decision?
4. To what extent should you back up the boss?

CASE 8

You are working as an assistant in the engineering department of a manufacturing company. Your boss is a good engineer but a very stubborn man and difficult to get along with, especially if you do not agree with him on any prospective plant or production changes. You have some good ideas for improving the plant, and they are supported by facts, but your boss will not consider them because he does not agree with some of the minor points in your plan.

1. Should you go over his head in presenting your ideas?
2. Does it do any good to argue with a person of this type?
3. Should you ignore his feelings and continue working on your ideas?
4. What can you do to get his approval?

CASE 9

You have a boss who is brilliant technically but deficient in organizational procedures. He often drops into your office and gives you orders that are vague and general and tells you that he wants you to work out the details. When the project turns out well, he takes the credit; when it does not, you get the blame.

In addition, he engages your subordinates in long technical discussions, opening up different avenues of procedure to them. Some of your subordinates take this as a go-ahead signal; others come to you for verification. If the ideas work out, your boss claims the credit. If they do not, he blames you.

1. What might be some of the causes for orders that seem to be vague and general?

2. How should you go about closing this gap in communications between you and your boss?
3. Where does a technical discussion end and an order begin?
4. What are some of the results of the short circuiting by your boss?
5. How are you going to control this short circuiting?
6. Set up a half-dozen rules that a person should observe when giving orders to a subordinate.

CASE 10

You and the other supervisors attend periodic co-ordinating meetings at which you report to the boss the conditions within your respective departments. Your associates are inclined to overemphasize the favorable and discount the unfavorable conditions. You try to give as factual a picture as possible, often to your disadvantage. You know that the boss bases his reports to top management on the information he gets at these meetings. You believe that he discounts all the reports, which would make your department look bad to top management.

1. How important is it that such information be accurate?
2. What difficulties result when information given to the boss is inaccurate?
3. Should you tell your boss that your information is accurate, while that from the other supervisors is not?
4. How can the reliability of such information be improved?

CASE 11

You are an assistant foreman. The other assistant foreman is very friendly with the boss. They spend many evenings together on a social basis, during which times the boss tells your associate his plans for the department and outlines the work he wants done. As a result, your associate is beginning to give you orders on his own initiative. The boss never tells you anything but blames you for not doing things that he has discussed with your associate in their friendly get-togethers.

1. Would you just ignore the situation?
2. Would you tell the boss what you think about this way of running the business?
3. Will this friendship between them run its course and everything turn out all right in the end?

4. Just what could you do to get the boss to tell you what you are supposed to know about the plans for the department?

CASE 12

Mr. Smith is the plant superintendent. It is his custom to take frequent tours of the plant. During these tours he stops and engages the workers in conversation. It is his theory that this boosts the morale of the rank and file. He asks them questions about the equipment, production, materials, etc. Often the information he receives from the workers is incomplete or inaccurate; sometimes it is absolutely false.

At his weekly conference meetings with his section chiefs, he demands explanations for pieces of information he received during his tours. His subordinates would have to spend hours making investigations and collecting data to account for and explain away the erroneous impressions he picks up on these tours.

His subordinates have asked him if they might accompany him on his tours and thus be able to answer his questions on the spot. He states that when he is talking to the rank and file he is getting the truth; when he is talking to his assistants all he gets is a bunch of statistics. He also states that the workers will not talk when their immediate superiors are around.

1. What might be some of the reasons for the superintendent's actions?
2. To what extent might his subordinates have contributed to this condition? Explain.
3. Develop a plan that the section chiefs could work out which would provide a good channel of communications up and down.

CASE 13

You are a supervisor and have under you several assistants and a number of workers. It is your policy to pass down the line as quickly as possible any information that might affect your men. The information is passed by written memoranda, orientation of new employees, informal meetings with your subordinates, and personal contacts. Your men know that you keep them informed.

In the past, top management has always kept you and the other supervisors informed.

Recently there has been a rumor that the plant is going to be moved to another town. The employees are becoming increasingly disturbed.

They are worrying about the possibility of having to move, sell their houses, or lose their jobs. Morale and production are falling off.

You and other supervisors have on several occasions informed top management about the rumor. Top management refuses to deny or confirm it.

1. Is top management ever justified in holding back information that will affect its workers? If so, justify your answer and give examples.
2. If the company is planning to move to another town, what would be the advantages and disadvantages of informing its employees several months in advance? Several weeks in advance? The very last minute?
3. What steps can you take to bolster up the production and morale of your group if top management continues refusing to confirm or deny the move?
4. How should top management handle the problem?
5. Suppose you were to find out from a friend of yours in another city that the plant is going to move there, should you pass on this information? If so, to whom?

PRINCIPLES

Communicating is the transmitting of information. The purpose behind most communicating in industry is either to report what has been done or to influence somebody to do something—to get the idea across to the other fellow clearly and accurately and to present it in a way that will get the desired action.

In an organization, communication is a two-way proposition, with directives, memos, policies, directions, instructions, orders, and suggestions going down the line and information going up. The information going up not only reports how the wishes of management were carried out but forms the basis on which management does the decision-making that must precede the sending of its communications.

The supervisor often wonders why people have so much trouble carrying out orders that to him are perfectly simple and crystal clear. He may fail to consider that an idea he has been working over in his mind for quite a while may be entirely new to the receiver. Often information is given in doses that are too big. People are not able to grasp many ideas at a time; for example, travelers getting road directions cannot carry in their heads information involving four or five turns, without getting them mixed up.

Often the order-giver does not have his ideas thought out clearly

in advance; he realizes that it is a little hazy, but he is in a hurry and plans to make modifications as the work progresses.

Or he does not tailor the idea to the receiver; he goes through an explanation that is above the receiver's head, and there is no meeting of minds. The subordinate naturally wants to appear quick to comprehend; so he yeses the boss along and hopes for some additional information that will clear up his confusion, or that he will be able to think through the idea by himself and figure out what the boss was trying to get across.

Then again the receiver may have emotional blocks or may be balancing the information he is receiving against the problems he is going to have in passing it along. Often neither the receiver of information nor the giver is actively listening during the exchange; people tend to spend their listening time not in trying to get the other fellow's point of view but in preparing rebuttal and waiting for him to finish so that they can talk.

Verbal Orders

When to Use Verbal Orders

1. When the order is simple.
2. When a demonstration is to accompany it.
3. When it affects only a small group of people.
4. When it is to be carried out at that time and place—not on another shift or location.

Steps in Giving Verbal Orders

1. Require complete attention.
2. Give the order clearly and in a manner suited to the receiver.
3. Give a demonstration, if necessary.
4. Point out any difficulties or hazards to watch for in carrying it out.
5. Then find out whether the receiver understands what is expected of him; if necessary, have him repeat the main points.

Steps in Receiving Verbal Orders

1. Listen intently.
2. Sort the information in terms of Who? What? Where? When? Why? and How?

3. Ask to be shown, if necessary.
4. Get it in writing if it is too complicated or detailed to remember.

Reasons Why Verbal Orders Are Misunderstood

1. Speaking indistinctly.
2. Giving orders where there is too much noise or confusion.
3. Using words that are unfamiliar to the listener.
4. Assuming that the listener knows what the order-giver has in mind.
5. Giving orders that are incomplete or sketchy.

Written Orders

When to Use Written Orders

1. When the worker is slow to grasp ideas or is forgetful.
2. When precise figures or complicated details are involved.
3. When the sequence is important and needs to be followed exactly.
4. When the instructions are to be passed on to another shift.
5. When the work is to be done at a distance from the order-giver.
6. When it is desired to hold the worker or department strictly accountable.
7. When a record is needed, or the order will have to be referred to later.

Why Written Orders Are Misunderstood

1. The words used do not have clear and definite meanings.
2. The sentence structure is faulty (e.g., Throw the horse over the fence some hay).
3. Too many words in and overelaborate arrangement make the order complicated.
4. The instructions are not arranged in logical sequence.

Communications up the Line

Most communications coming down the line—new policies, rules, instructions, or orders—are notices that will bring about a change. The foreman is the key man in management in administering these changes, most of which have been originated by others. If these changes have been set up without regard to the human situation that will confront them at the bottom of the line, they may meet with a brick wall of resistance or stir up a ferment of resentment and anx-

ity that will upset production for days. Here is where the channel of communication up the line plays an essential part.

The Foreman and the Channel

The foreman is the only man in management in a position to know how the workers will react to changes. If he has studied the informal organization existing in his work group, he knows the sentiments, emotions, attitudes, and symbols of prestige that determine how his work group will feel and act about any change that upsets the pattern of their habits and relations (the informal organization is described in chapter 11, "Human Relations"). He is the only man in management who can supply this information, and it is up to him to pass up the line a clear picture of what goes on at the bottom.

The men in top management are always worrying about what is going on down the line and wondering how their innovations will be received. They try visiting departments and come out with an impression about as reliable as that received by a principal visiting a schoolroom. They solicit information from service and staff departments, but these reports are colored and biased along the line of the functions of those departments. Such reports are short circuits of the channel of communications, and they give only an incomplete picture.

If the foreman sends complete and accurate information up the line, management has the facts on which to base good decisions and to issue orders that will bring about the desired results.

Stimulating workers to active co-operation can be accomplished best by utilizing the informal organization—drawing the group into the team. If management is ignorant of the group's standards of fair play, its attitudes, and its sentiments, it is difficult, if not impossible, to formulate policies and instigate changes in such a way that they will appeal to the group as moves that are promoting and protecting the group's own interests. Management should remember that all changes are looked upon with suspicion by the work group, as disruptions of the patterns of thought and behavior that have grown up around the job. Management must depend on the foreman for a picture of what these patterns are, so that orders can be tailored to fit the situation and communications formulated in a way that will cause the least disturbance.

Keeping the Channel Open

In order that the channel of communication upward can fulfil its purpose, everyone in the chain of command must recognize those human traits that tend to distort information. There is a natural tendency on the part of a supervisor to keep the boss happy by over-emphasizing the good aspects and playing down the unfavorable aspects of a situation. Information is distorted to escape blame.

When the boss comes in, in a dither to find out the cause of something, he will always get an answer: but, if the supervisor has not had an opportunity to investigate the situation or think through the problem, the answer may be based on insufficient knowledge or on alleged causes that are not the true causes. Information is censored or cut off when people are afraid to admit ignorance or report objectively.

A meeting of minds is achieved when a clear factual picture exists in the minds of both the giver and the receiver. This requires mutual confidence, the removal of fear of reprisals, and the acceptance of the fact that no one is perfect and that mistakes will be made from time to time and that each will benefit by working with the other.

Management, like the politician, needs to keep an ear to the ground and does it by cultivating good channels of communication. With regard to orders, management needs to know that an order has been carried out, and it needs to know also how that order was received, whether it met resistance or caused resentment, how long it took to adjust to it, and how well it is working.

Management also needs to get the specialized knowledge of subordinates piped to it up the line of communications. Otherwise how can this information be utilized at the top? How can improvements be made in the work situation if those in a position to make them do not know what improvements are needed?

Keeping People Informed

It is difficult to keep secrets in an organization; information leaks out and spreads, gathering errors as it travels. When people get word of an action, present or contemplated, and they do not know the reasons for it, they will manufacture reasons. The results—guesses, rumor, and gossip—all are disturbing to a work force. An actual

statement of the facts, even though they are disagreeable, is easier to take than uncertainty.

A change that is sprung on people meets more resistance and requires a longer readjustment period than one that is known and discussed ahead of time. When workers have had an opportunity to give their opinions and suggestions about a proposed change and to prepare for it, they feel that they have been considered on a matter that affects them and that management is not shoving something down their throats. The adjustment period plus the preliminary disturbance of discussion does not amount to as much upset and production loss as that which follows a change sprung with no preparation.

An employee kept in ignorance is put into the position of feeling that only his two hands and maybe a foot have been contracted for; he cannot be expected to put forth his best effort or to be loyal. He will regard every action of management with suspicion and attribute to every order the worst possible management motives.

The confidence and loyalty of an informed group of employees is a valuable asset to any organization.

CONFERENCE TOPIC

EFFECTIVE COMMUNICATIONS

FOLLOWING UP ON THE JOB

Giving Orders

1. Do you tailor orders to the receiver?
2. Do you think out directions before giving them?
3. Do you break down orders into small enough packages?
4. Do you give orders clearly?
5. Do you get attention while giving orders?

Communications up the Line

1. Do you keep your boss informed?
2. Do you tell your boss only the things that make him happy?
3. Do you suppress disagreeable information?
4. Do you let your boss in on the feelings of your group?

Keeping People Informed

1. Do you get the facts to counteract rumors?
2. Do you keep your workers informed?
3. Do you try to get information about actions that will affect the people in your group?

6. CO-OPERATION

CASE STUDIES

“CO-OPERATION” is defined as collective action for mutual profit or common benefit; and “co-operate” is defined as to act or operate jointly with another or others. Within an industrial organization, co-operation is working with others in such a way as to further the aims of the organization.

Upper management has to set the stage for co-operation in its organization and policies and has to give an example of practicing it in the relations of its men with one another and with their subordinates. All the men in management have to keep in mind the aims of the organization, in order to direct their personal aims and ambitions in such a way that they do not jeopardize the mutual profit and common benefit.

Each man in management has the problem of giving and getting that help that enables men to operate jointly. He has to give to his boss in order to get; he has to give to his fellow-supervisors in order to get; and he has to give to his subordinates in order to get. These cases deal with what he needs to give and get, and how he should go about it.

CASE 1

Several of your fellow-supervisors are very closely associated both on and off the job. They belong to the same fraternal organization, and their families visit back and forth a great deal. In fact, they

might be considered a clique. They favor one another on the job, in relation to maintenance, supplies, and priorities of work. This results in their having better production records than yours.

1. Are they justified in their actions? Explain.
2. Should you try to get into the clique? Explain.
3. Should you complain to your boss? What arguments could you give him?
4. How could such a situation have been avoided?
5. Who should correct it? How?

CASE 2

You were hired from the outside as supervisor of a large department. This antagonized a supervisor of a smaller department, who, because of his seniority, had expected to get the job himself. He is attempting to create resentment against you among the other supervisors, saying that he should have gotten the job; that you as an outsider are not familiar with the policies of the company or with the work; and that, if the company is going to make a practice of recruiting rather than promoting, the other supervisors may some day have the same situation to contend with.

1. How can you overcome his resentment?
2. Should you have a talk with the other supervisors and explain to them what the rival supervisor is trying to do?
3. Should you go to the superintendent and tell him what is going on?
4. How should the outsider go about working his way into an organization?

CASE 3

Because of an organizational change, the foreman of a certain department has been made the general foreman, and you have been shifted from your supervisory position in another department to take over his former position. You find that you are in charge of a number of men who have many years of experience. When you issue orders to them, they either do not follow them or go to the general foreman for confirmation. When you complain of this to the general foreman, he tells you that you do not know how to handle the men.

1. Should you go over the general foreman's head?
2. How can you strengthen your position with the men?

3. How can you strengthen your position with the general foreman?
4. What steps should have been taken to prevent such a situation?
5. Should you ask for a transfer back to your old department?
6. What effect would such a transfer back have on the morale of both departments?

CASE 4

You have recently been promoted from the position of assistant supervisor to that of supervisor. One of the other assistant supervisors feels that he should have gotten the position instead of you, and quite a number of the workers agree with him. As a result, the department morale is low, and production is falling off. Your chief is becoming concerned about the situation and tells you to do something about it.

1. Should you talk to the aggrieved assistant supervisor? What should you say to him?
2. Should you talk to the men individually? Or as a group?
3. How can you win them over?
4. Should you tell the chief about the attitude of the assistant supervisor and the men?

CASE 5

John Doe is a likable fellow but a weak supervisor. In his reports to the boss he overstates his department's output and is overoptimistic about delivery dates. When he gets into a jam, he is quite successful in passing the buck. These actions of his throw a heavier load on you and the other supervisors.

1. Should you bring this to the attention of higher management?
2. What are some of the ways to cure buck-passing?
3. How should the problem of overoptimistic estimates be handled?
4. Discuss how you and the other supervisors might straighten out John.

CASE 6

There is an opening in your organization, and you and one of your associates, John Doe, are in line for this advancement. You and he are not very friendly, and he will do anything to run your reputation down and try to lower you in the estimation of your chief. In the few

weeks since this new position has been open, he has gone to the chief frequently and told him falsely that you were to blame for various difficulties in the plant. As a result, your chief is gradually turning against you and toward him.

1. Would you go to see your chief and tell him what your associate, John Doe, is doing?
2. Would you take your associate aside and tell him that he had better quit telling these untruths?
3. What do you think would happen if you should ignore Doe's actions?
4. How should you handle the situation?
5. If John Doe gets the job, what should you do?
6. If you get the job, what should you do about Doe?

CASE 7

Joe Smith, the foreman of the department next to yours, has been with the company a number of years and has the same rank as you. Whenever you make a mistake or are behind schedule, he comes storming into your department and calls you down, making you look ridiculous before your men. The men in his department have taken to kidding your men about it. This development seems to be making Joe's attacks on you more frequent and abusive.

1. How would you go about getting this situation under control?
2. How would you handle Joe?
3. What should you do in relation to your men?
4. Should you bring the matter to the attention of your boss? Explain.

CASE 8

Your boss will not define your responsibilities and authority. Several times you have mentioned the need for this clarification, but he insists that he is not interested in textbook arguments. Now he announces that he is going to appoint an assistant and that you and the other five section heads have an equal chance for the position: the job will go to the best man—the man who takes for himself the most authority and responsibility.

1. Explain the advantages and disadvantages of the method being used by your boss.
2. Is this a good method of selecting men? Explain.

3. How should men be selected for promotion?
4. Discuss competition versus co-operation among men in management.

CASE 9

You are the supervisor in charge of a group of women employed in typing personnel forms. Your department types the forms, which are then inspected and arranged by the checking department, which is under another supervisor. There is a widespread feeling that your typists are inferior in status to the checkers, and there is a pay differential which makes checking more desirable work.

From time to time, as work piles up on the checkers' desks or when a checker is ill, the supervisor of that department—without coming to you first—asks one of your girls to do checking work. Recently one of your girls told you that she couldn't type a set of records for you because the checking supervisor had asked her to check completed forms.

1. Should you discuss the situation with the supervisor of checkers?
2. If the situation does not improve, should you talk to your typists about the matter?
3. Should you approach your chief with the problem? How would you treat the fact that what prompts your associate to pirate your typists may be the chief's insistence that work should not pile up on the checkers' desks?
4. Should you issue an order that no girl leave the department to work without your express permission?
5. How should you go about building a spirit of co-operation?

CASE 10

Lately your assistant supervisor has not been supplying you with correct information about his unit. The nature of the work is such that you would have great difficulty gathering the detailed information directly and independently of him. However, your boss, who is very friendly with this subordinate, short-circuits you and gets the correct information from him.

At staff meetings, when you pass up the line the information your assistant has given you, your boss criticizes you because the information is different from what he got direct from your subordinate. He sings your assistant's praise whenever he can. He claims that you do not keep yourself informed and that your assistant knows more about the operation of the unit than you do.

1. Should the supervisor know more about details than his assistant?
2. How do your fellow-supervisors at the meeting look upon the situation in relation to the subordinate? In relation to you? In relation to your supervisor?
3. What might be some of the causes of such a situation?
4. You do not want to lose your job, but how are you going to handle your subordinate? How are you going to handle your boss?
5. What might happen if you went over your boss's head?

CASE 11

You are the supervisor of a large production department. Your newest assistant is a young man named Bill Smith. Smith is considerably younger than the other assistants and lacks their experience; however, his rapid rise to the position of assistant supervisor was based on outstanding ability. Smith learns quickly, has shown great initiative, and maintains excellent relations with the employees under his supervision.

The older supervisors under your jurisdiction resent this Johnny-come-lately intruder into their ranks. While not openly hostile, their opposition is reflected in lack of co-operation, a certain reluctance to co-ordinate fully, and the failure to include Smith as an insider in their group. The acts are not so open as to permit you to make a clear case; yet you are acutely aware of the situation and apprehensive that it could result in a serious lowering of your department's morale and efficiency.

Smith, meanwhile, is making the best of a bad situation. He has managed to keep his subdepartment operating in an acceptable manner and has been wise enough not to force himself upon the other assistants or to reveal his discomfort and resentment. As yet, he has not complained.

1. What might be some of the reasons for the attitude of the older assistant supervisors?
2. Is Smith approaching the problem correctly? What suggestions do you have for Smith?
3. What is your responsibility in such a situation?
4. How should you go about increasing co-operation among your assistants?
5. How should you go about creating a spirit of management-mindedness among your assistants?

6. How are you going to get your assistants to put the company interests before their own interests?

CASE 12

Occasionally it is impossible to foretell the effectiveness of certain decisions: for example, in the case of tardiness, too severe a penalty may result in increased absenteeism. In situations of this type, the boss tells you that you are to take a certain action and assume responsibility for it but that, if it backfires, he is going to reverse your decision. As a result, you are made to look foolish in the eyes of your subordinates.

1. What are the advantages and disadvantages of this method?
2. Should your boss ask this kind of co-operation from you?
3. Should it be discouraged? If so, why and how?
4. What is the best way of handling the situation in relation to your subordinates?
5. How can one predetermine the effects of new policies?
6. How should one handle policies that backfire?

CASE 13

You are in charge of a section doing heavy production work. The safety engineer has been trying out various types of safety equipment on your men—changes of goggles, gloves, etc. In evaluating the equipment, he keeps a close watch on how your men operate and at times tells them to do jobs in a certain way.

Your men object to all this. They complain to him and to you that they are not guinea pigs and that their work is being interfered with. The safety engineer complains to you that your men are not co-operating. You figure that this is his problem and not yours; so you do nothing about it.

This morning your boss called you in and told you that the safety engineer had complained to top management about the lack of co-operation. Your boss then tells you to see that your men co-operate with the safety engineer and follow his instructions.

1. Evaluate the attitude of the safety engineer.
2. Evaluate the attitude of your workers.
3. Evaluate the attitude of your boss.

4. Evaluate your own attitude.
5. To what extent is each justified? Not justified?
6. What are the difficulties you are going to run into in developing co-operation among all the parties concerned?
7. How are you going to overcome them?

CASE 14

You are the supervisor of a machine maintenance gang. Because of extra work load and green operators, the machines in the shop need to be repaired more frequently than formerly. Also, because of a scarcity of maintenance men, your group has not been enlarged and is kept hopping.

To make matters worse, the line supervisors and even the operators heckle your maintenance men while they are doing repair jobs—tell them to hurry up, do a decent job this time, etc. This makes your men angry, and they retaliate by belittling the operators, criticizing the equipment, and saying that the company is cheap. (The equipment is good, and the company is really O.K.)

This bickering has come to the attention of top management, and they believe that your group is lowering the morale of the plant. They tell you to do something to improve co-operation between your group and the line organization.

1. How does the line organization see the situation?
2. How does your gang see the situation?
3. How does top management see the situation?
4. How do you see the situation?
5. To what extent have you failed as a leader of your gang?
6. To what extent have you failed as a representative of management?
7. How are you going to build all-round co-operation?

CASE 15

Recently you were appointed as the supervisor of a unit of machine operators in which you were formerly one of the rank and file. When you were selected for the job, the big boss told you that the former supervisor was being transferred because he could not get work out of the gang. He said also that the reason you were selected was because you appeared to be a natural leader, that you were close to the

gang, and that you knew the tricks they were practicing in order to hold back production. He told you that he believed you could lick the problem and that he would stand behind you.

He was right about your knowing the tricks. When you were one of the gang, not only did you try to hamper the supervisor, but you were the ringleader in trying to make his life miserable. None of you had anything against him personally, but all of you considered it a game to pit your wits against his. There was a set of signals to inform the boys that the boss was coming so that everyone would appear to be working hard. As soon as he left the immediate vicinity, everyone would take it easy. Also, the operators would act dumb to get the boss to go into lengthy explanations and demonstrations while they stood around. They complained constantly and without justification about the materials and the equipment.

At lunch time the boys would ridicule the company, tell the latest fast one they pulled on the supervisor, and plan new ways to harass him. All this seemed to be a great joke. You and the rest of the boys had a lot of fun at the expense of the supervisor and the company.

Now that you have joined the ranks of management, it's not so funny. You are determined to use your leadership position and your knowledge to win the group over to working for the company instead of against it. You know that, if this can be done, you will have a top-notch unit. The operators know their stuff, have a very good team spirit, and, if they would use their brains and efforts constructively, they could turn out much greater production and get greater satisfaction out of their jobs.

Your former buddies are rather cool to you now, but this seems to be quite natural, and you believe you can overcome it in a short time. What has you worried is that Joe Jones is taking over your old post as ringleader of the gang, and the gang is trying to give you the business as they did to the former supervisor.

1. Was management wise in selecting you for the job? Justify your answer.
2. What advantages do you have over an outsider?
3. What disadvantages do you have? How are you going to overcome them?
4. How would you go about developing co-operation between yourself and the gang?
5. How would you handle Joe Jones?
6. Plan a program for changing their attitude toward the company.

PRINCIPLES

Co-operation versus Competition

The desire to compete, to improve one's condition, to overcome obstacles, to outstrip, rise above, and be superior to others is the stuff of which management is made. It is the force behind the success story, whether of the office boy who fights his way to the top or of the industry that leads its field. It is the channeling of ambition along a path toward success, or "getting ahead of the Joneses."

For the man in management, competition is the force that got him there in the first place, and then it is what keeps him on his toes, working out ways to do a better job, to improve methods, cut down costs, and show his ability to assume greater responsibilities than the next fellow, so as to gain promotion, more money, or recognition.

But competition in management can be destructive when it results in undermining the other fellow, putting obstacles in his path, grabbing part of his job, or losing sight of the welfare of the organization as a whole by turning it into a battleground for the promotion of selfish interests.

How, then, can an organization build up within it the amount of competition it needs to improve its product, increase its production, and develop its management men, and yet not have each man promoting his own interests at the expense of the organization as a whole?

The solution entails developing and fostering co-operation throughout the organization and then maintaining a balance that avoids the throat-cutting of unbridled competition, at one extreme, and the featherbedding of excessive combination at the other.

Co-operation may not be the compelling natural tendency that competition is; yet man has a strong and not particularly logical desire to belong to a group and to maintain a continuous and close association at work with other people. Men will always band together to protect themselves, and most men are willing to work together when they can see that it is for a common cause. These tendencies toward co-operation can be cultivated within an organization and directed into desirable channels.

Men can be made to see that co-operation is essential, that conflict is wasteful, that great achievements come from the pooling of resources, and that teamwork is more productive than the brilliant

performances of individual stars competing against the members of their own teams.

Management can be welded into a solid group—a team—when its members can see its objectives, when each man has confidence in the other, when each can see that working with the others will promote the success of the organization and thereby his own individual success and security. Then the personal causes of conflicts—stubbornness, bickering, standing up for rights, and jealous guarding of prerogatives—give way to a willingness to consider the other fellow's ideas, to try to see his point of view, and to compromise with him in order to attain group achievement instead of individual glory.

Of course, co-operation in management can be perverted to the point where it is as undesirable as the conflict that arises from cut-throat competition. Back-scratching can lead to the playing of politics; the formation of cliques; the covering-up of dishonesty, inadequacy, and failure; and the holding-down of good men lest they get ahead and show up the group now in power. When co-operation is corrupted to this point, the result is stagnation, a fear of disturbing the setup, and compromises that are no more than horse-trading. The desires and wants of special interests are being placed ahead of the interests of the group as a whole, and the balance has swung too far away from competition.

Below the management level there is likely to be a lack of competition and an excess of co-operation among the workers. People in the rank and file normally bind themselves together as a group, which can be a strong force for good or for evil as far as management is concerned. Nothing can be gained from trying to break up this informal organization which grows up in the work place, but, unless it is guided into proper channels, its operations may be opposed to the aims of the organization. The work group may co-operate to restrict output, resist orders, or sabotage improvements that break up the pattern of its habits.

Here, then, the problem is not so much how to get workers to co-operate with one another as how to get them as a group to co-operate with management. Competition may be stifled among the rank and file because the tendency of the group is to discourage the rate-buster and heckle the eager beaver. It is up to management to keep competition alive and protected at this level; to have a system of pay and promotions so that all the workers can see that they will get

something out of it if they will expend the extra energy and thought to do the job better than the next fellow and that it is worth their while to strive for promotion, recognition, and more pay.

The competition brought about by piece rates and other wage-incentive systems is a good example of how output can be increased when workers are in active competition with one another. But here, too, competition can get out of hand and lead to abuse of machines, sloppy work, excessive spoilage, increased accidents, and lowered morale.

Every organization needs healthy and lively competition within it, in order to stimulate production and make it possible for the good men to rise to the top. And every organization needs co-operation, which it is up to management to develop and then keep in productive channels. It is a case of keeping a balance between two opposing forces, so that one does not drive out the other and so that both are properly utilized in furthering the interests of the organization as a whole.

The Role of Co-operation

As an organization increases in size, it becomes necessary for management to avail itself of the efficiencies brought about by specialization in management. Instead of having all-round leaders, it becomes necessary to get specialists who already have or can develop expert knowledge in separate fields of management—a specialist in production to head the production department, and specialists in sales, in engineering, in inspection, and all along the line.

The more specialization there is, the greater the need for co-ordinating the work and developing co-operation. Naturally, the chief engineer thinks of every problem primarily in terms of engineering requirements, the sales manager in terms of sales requirements, and the production man in terms of production requirements. It is true that the top executive has the job of co-ordinating the work of all these men in terms of the objectives of the organization: but having every issue made into a controversy and pushed up the line for him to settle is a wasteful process when the points of conflict could be ironed out at a lower level by means of co-operation.

The benefits of specialization can be realized to the fullest extent only when the various members of management are willing and able

to co-operate with one another. Each must be brought to the point where he can see the problem from the other fellow's point of view, where he will seek and use the suggestions of the other fellow and make them work, and where he is able to put the broader objective into first place and his own specialty into second place.

Co-operation between Line, Service, and Staff

When it becomes necessary to divide further the work of the organization and increase the service and staff activities that are rendered to the line, the area of conflict widens, and there is an even greater need for co-operation. The organization chart may define the areas of authority, but the relations of service and staff to the line are matters of the functioning of the personnel.

Consciously or unconsciously, the supervisors in the line resist any move to have an activity taken away from their jurisdiction and given to a service department. The line man still wants to sharpen those tools in his own department and have charge of the man who repairs his machines. He may even duplicate the job. And the service activity will try to extend its power perhaps to the point of giving orders to the line man about how the tools and machines are to be used.

The staff man will try to take a more active part in the game by assuming responsibilities that normally belong to the line or service activities, and there is a three-way tug of war.

The only way to realize the efficiencies of specialization is through an active campaign of co-operation. Line, service, and staff men must be brought to see that each can perform better when he reinforces, and is reinforced by, the others. The line man must recognize that expanded service and staff activities are there as an aid to him and not as a threat of encroachment into his territory. By availing himself of their specialized knowledge, he can do a better job. And by making his specialized knowledge available to them, he can enable them to do a better job for him. When the relationship is one of co-operation instead of conflict, the line man can seek the aid and advice of the staff man, put his problem on the table without need to cover up mistakes, and the staff man will have the true picture of the problem that he must have in order to work out a solution to it.

Co-operation between Fellow-Supervisors

Horizontal co-operation is co-operation between men of equal rank—men on the same level of authority—which in this case would be fellow-supervisors. And, like most of the desirable things in life, it is hard to obtain.

Fellow-supervisors are half-mad at one another a great deal of the time. The very nature of their contacts can easily lead to conflict. When one supervisor contacts another, it is to complain about some failure of the other or to demand something that is going to cause extra work for the other. A supervisor's success depends upon the departments that precede his in the order of operations and on the departments that render service to his; naturally, he demands that those departments deliver the goods to him on time and in satisfactory condition. And when those departments see him coming or hear him on the phone, they start working up a good offense as the best defense.

Much of the communicating between supervisors is by telephone, memo, or a hurried stop in at the other fellow's department, interrupting him when he is busy. There is little real personal contact—little opportunity to find out that the other fellow is not so bad and might even be likable if met somewhere else.

One of the great benefits of having management-training conferences is that it brings supervisors together for something other than complaints and making demands on one another. Conferences give them a chance to get acquainted with one another and to study one another's problems.

At the start of a series of conferences, there is some sparring, some feeling-out of the other fellows, and some caustic remarks to get a load off the chest. Then, as problems are discussed, the supervisors see that the other fellow has troubles, too, and they begin to have ideas of how to help him, and gradually they begin to work co-operatively on those problems that have been causing all the conflicts.

Co-ordinating meetings at which the boss fixes responsibilities, sets deadlines, and makes decisions are a good means of cutting down on buck passing and conflicts, because each man finds out what is expected of him.

Safety committees, foremen's clubs, and all activities that bring supervisors together lay the groundwork for co-operation. In almost

every case where supervisors get to know one another better and are willing to go more than halfway, they are able to reduce the conflicts on the job. Then they are in frame of mind to understand one another's problems, to help work out solutions for them, and to regulate their own work so that they will be helping their fellow-supervisors instead of putting obstacles in their paths.

Management-Mindedness and Co-operation

In the case of the first-line supervisor, there is another kind of co-operation that must be built up, in addition to that with his fellow-supervisors. And this other co-operation can best be labeled "management-mindedness." First-line supervisors are certainly not members of the rank and file, and often they are not treated as members of management but are regarded as just an in-between group. Whenever they are in this in-between position, they will look first to their own protection and later—if at all—to the good of the organization as a whole. The result is that they may give lip service to such management programs as methods improvements, conservation of materials, and improved cost systems and, at the same time, be actually trying to sabotage their operation.

Upper management needs to have the first-line supervisor on its side, and the first-line supervisor needs to be there before he can put the interests of the organization as a whole ahead of his own individual interests or the interests of his group of fellow-supervisors or the interests of his group of workers.

The first-line supervisor is management's contact man with the rank and file; he is the man who influences the workers, communicates management's desires and orders to them, and introduces and gets compliance with changes that are initiated by management. If the first-line supervisor puts his own interests or those of his workers ahead of the aims of management, the enterprise suffers.

It is necessary for upper management to foster those things that increase the management-mindedness of the first-line supervisor. He must be treated as a member of management, he must have the training and opportunity to participate in managerial decisions, and he must be considered for promotion when there are positions higher in management for which he can qualify.

Co-operation with Superiors

Horizontal co-operation is that practiced with men of equal rank. Vertical co-operation is carried on with superiors and with subordinates.

Each supervisor knows that it is necessary for him to co-operate with his boss. But, in order to do it, he has to know what his boss wants. If the supervisor will ask himself what kind of behavior he would like to get from his own subordinates, the answer will give him a good idea of what the boss expects from him.

The supervisor expects his workers:

1. To perform their jobs in a satisfactory manner.
2. To be loyal to him.
3. To be loyal to the organization.
4. Not to short-circuit him (not go over his head).
5. To keep him informed, so that he will not be caught flatfooted.
6. To bring their problems to him instead of to someone else.
7. To use good judgment.
8. To come to him with decisions and not for decisions.
9. To obey orders.

If a supervisor can act that way in his relations to the boss, he will be giving real co-operation. And since a man usually gets about what he gives in the way of co-operation, he can expect his boss to:

1. Listen to his suggestions.
2. Keep him informed.
3. Let him know where he stands.
4. Help him out of difficulties.
5. Assist him in problems beyond his depth.
6. Stand by him in conflicts with other departments.
7. Have good answers to his problems.
8. Appreciate his loyalty.

The supervisor needs to analyze man-boss relationships by putting himself in the other fellow's shoes. He should be able to do this because in one set of relationships he is the subordinate, and in the other he is the superior. Once he is able to translate what he wants as a boss into terms of what his boss wants from him, he will not make the mistake of thinking that co-operation is simply keeping the boss happy by feeding his ego and censoring the information that gets to him.

Keeping the boss in the dark about what is going on is not doing him a favor. The supervisor who bows and scrapes before the boss often takes it out on his subordinates by kicking them around.

Getting Subordinates to Co-operate

An unco-operative work group can restrict production and sabotage improvements; therefore, one of the supervisor's big jobs is getting his group to co-operate with him.

The workers in the rank and file want the approval and protection of the boss, but they also want the approval and protection of their fellow-workers. Since the opportunities for the worker to advance into the ranks of management are limited, he will identify his interests with his fellow-workers and follow the gang rather than the boss whenever the interests of the boss seem to be opposed to those of the group.

This banding-together of workers is known as the "informal organization," and it exerts great pressure on every worker to conform to whatever standards the group sets up as acceptable behavior.

The informal organization serves a good purpose, in that the close and friendly companionship of fellow-workers might be about the only pleasure a man would get out of a monotonous job; the feeling of belonging keeps him happy, gives him a feeling of security, gives him a chance to express himself and to be important, and is often the pull that keeps him from quitting and taking a new job every six months.

The supervisor not only must understand and motivate his men as individuals but must study the informal organization that exists in his work group, in order to understand the influences that are exerted on his men. He must translate the aims of the company into terms that are in harmony with the sentiments of the group. He must make it easy for the group to follow his leadership, by showing the men that his interests and their interests are the same.

A supervisor wins the confidence of his group and gets their co-operation by running his job properly and treating his men as he wants his own boss to treat him.

The job and environmental factors that promote co-operation are:

Good working conditions (safety, lighting, heating, ventilation, etc.)

Well-maintained equipment

Well-planned work carried through on a smooth schedule
A program for training men to increase their earning power

The personal factors that promote co-operation are:

Courtesy

Square dealing

Human understanding

Praise for good work

Encouragement

Constructive criticism

Just discipline

Securing for workers their fair share of pay, raises, overtime, and promotion

Setting a good example of co-operation in dealings with fellow supervisors.

When any change in the work situation is impending, the supervisor needs to redouble his efforts to get co-operation from his group. Almost every new idea adopted by management means some kind of change at the work level. Technological changes that involve the introduction of new machines and thus break up the old work groups are particularly disturbing to the workers. Men in the rank and file tend to look on any change as a threat to their security, a breakup of their habits, and a shakeup of their personal relations.

If a supervisor knows his men and understands their individual personalities and their attitudes as a group, he can foresee what their reactions will be to a change. He will know what there is in a new idea that is likely to disturb them and cause them to resist it. If he knows what they fear, he can reassure them; if he knows what habit patterns and personal associations are most important to them, he can introduce the change in such a way as to preserve as much as possible of the old relationships. If he knows their job attitudes, he can show them how it is to their advantage to accept the change as an improvement and to adjust themselves to it.

By being alert, understanding, tactful, and patient, the supervisor can get the co-operation of his men that is so essential in putting management's ideas into successful operation.

The supervisor knows that he has won the co-operation of his men when they:

Give him a satisfactory day's work.

Observe the rules and regulations.

Conduct themselves properly on the job.

Protect the company's property.

Treat the equipment with care.

Avoid waste and spoilage.

Earning a Place on the Team

When a man assumes a supervisory position, he has to start demonstrating immediately that he can handle a double-headed job. He is presenting himself as a new member of the management team, and he is assuming the captain's job on a team made up of his subordinates. He is something new and strange being introduced to both groups. He is going to change things to some extent for the men who will be his teammates on the management team, and he may cause a great deal of change on the team of his subordinates which he is captaining.

Because he is going to disturb the old setup—the old relationships—in some way or another, they all watch him to see how he is going to operate and how they may be affected by his operations. Some of his subordinates and perhaps some of his fellow-supervisors will try him out; they may see what they can get away with; they may try to find out whether he knows his stuff; they will try to learn what he was like on his previous job. Some people will be jealous or resentful because they wanted the job themselves or thought someone else should have gotten it. Some of the workers will be suspicious of a new boss and fearful of the change he may make in their work lives.

On the other hand, the new supervisor will, in most cases, have the backing of upper management. Management selected him and feels a certain responsibility for its choice and a desire to prove that it was a wise choice. It will be slow to reverse itself and admit making a mistake if it did make one. Also, many of the new man's subordinates will fall in line immediately and be anxious to please; some will feel that this is their chance to get a new break. Fellow-supervisors generally are willing to give a helping hand because they remember some of their own experiences in getting started.

Each new supervisor should receive preliminary training as an understudy so that he can be prepared somewhat for the job he is to take on. Here are some suggestions to guide him in getting started on a new job:

1. Make haste slowly.
2. Make sure you know the extent of your authority and responsibility.

3. Find out why things are as they are.
4. Try to get a line on your workers from other supervisors or from the former supervisor.
5. Try to win over the natural leaders of the workers.
6. Make friends with the other supervisors; get their advice.
7. Work closely with your subordinates; get their confidence.
8. Make decisions carefully.
9. Try to find out how the previous supervisor operated.
10. Take a friendly interest in everyone from the start.
11. Give more than you take.
12. Operate according to the principles of good management.

CONFERENCE TOPIC

PROMOTING CO-OPERATION

FOLLOWING UP ON THE JOB

Co-operating with Other Departments

1. Do you co-operate fully with the staff people?
2. Do you avail yourself fully of the services offered by other departments?
3. Do you co-operate with the line departments?
4. Do you make it a point to become well acquainted with your fellow-supervisors?
5. Are you ever guilty of passing the buck?

Co-operating with Your Boss

1. Are you loyal to your boss?
2. Do you ever supply him with poor or incorrect information?
3. Do you suppress unfavorable information?
4. Do you keep him informed?
5. Do you short-circuit him?

Co-operating with Subordinates

1. Do you set them a good example of co-operation in your dealings with fellow-supervisors?
2. Do you try to get the best of everything for your group?
3. Do you back up your group to the limit?

4. Do you inform your employees in advance about changes that will affect them?
5. Do you keep your promises?

SUMMARY OF PART 1

OPERATING UNDER THE PRINCIPLES OF GOOD MANAGEMENT

Every supervisor needs to be so familiar with the principles of good management that he will handle his job in accordance with them at all times. In order to operate effectively as a member of the management team and as the captain of his own team of subordinates, he needs to:

1. Recognize what is management's job, know the tools of management and how to use them, and practice the techniques for solving management problems.
2. Understand the principles of organization, the organization structure of his own company, his place in it, and the relation of his position to all the others.
3. Know the policies, procedures, and rules of the company, be able to interpret them, operate in accordance with them, and get his subordinates to conform to them.
4. Observe the chain of command in his relations to his boss, and conduct his job in a way that will prevent short-circuiting.
5. Communicate effectively. This takes in all types of order-giving, keeping his workers informed on matters that affect them, and transmitting up the channel all information that will be of use to upper management.
6. Co-operate with his boss, his fellow-supervisors, his subordinates, and with those staff and service activities which have been set up to render service to him. And conduct himself and his job in a manner that will gain the co-operation of his workers.

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PART II
JOB MANAGEMENT



7. PLANNING

CASE STUDIES

PLANNING is a responsibility that no man in management can escape, whether he is the president of the company having to plan the future course of the whole concern or the first-line supervisor having to plan the work of his unit. Planning is essential to the efficient and orderly running of any activity; without planning, there is waste and confusion.

Planning improves with practice; the more a man plans, the better he can plan. The more extensively planning is practiced in an organization, the easier it becomes because there is greater certainty of how others will operate.

The cases show the results of poor planning and lack of planning; how to go about planning and how to overcome obstacles to planning; and how the supervisor can benefit by planning his personal time.

CASE 1

Some of the mechanics in your department sit around and direct while their helpers do all the work. The helpers do not object, for they feel that they are learning something. However, you do not like to see them imposed upon; neither do you like the idea of the mechanics' sitting around doing nothing. It is rather difficult for you to keep checking each crew continually.

1. What factors give rise to such a situation?
2. What is the main waste in this situation?
3. How should you go about correcting it?

4. What should you say to the mechanics?
5. What should you say to the helpers?

CASE 2

The men in your department are very slow starting work at the beginning of a shift. They like to stand around and chat for a while and then slowly go after their materials and equipment, stalling as much as possible. If there is the least obstacle in the way of getting started, they will not take the initiative and clear it up, but will wait for you to come around and find out why they are not working. It would be very difficult to put the work on a piece rate.

1. What are some of the causes of not starting work promptly?
2. How should you go about getting the workers started promptly?
3. What is meant by "departmental planning"?
4. Outline the steps to be taken in setting up departmental planning.

CASE 3

The supervisor of the department following yours in the production line is always falling behind schedule because he does not know how to plan his work or delegate responsibility. As a result, he is always extremely busy. On the other hand, you have your department efficiently organized, with the result that the work seems to flow through it easily. The other supervisor states that his schedule is too tight and that the processing time in your department should be reduced so as to allow him more time. You know that there is practically no slack for the reduction of your schedule. The chief, observing more hurry in the other department, is inclined to favor the other supervisor's suggestion.

1. Should you point out to the chief the reason for the difference in pace?
2. If the other supervisor is willing, how would you go about teaching him how to plan?
3. How is responsibility delegated?
4. How should production schedules be set up?

CASE 4

The supervisor in the department before yours in the production line is always promising you deliveries on certain dates but is late

a great deal of the time and offers lame excuses. You explain to him that you set up schedules based on his promises; however, he seems to take delight in holding up the work and then dumping it on you all at once.

1. How should you correct this situation?
2. How might you attempt to win over this supervisor?
3. How can such a situation be prevented from occurring?
4. Should you take the matter up with your chief?

CASE 5

As a college-trained supervisor of a department, you are acquainted with modern production planning and control methods. You have set up a system in your department, and it usually works very well. However, the supervisor of the department before yours is of the old school, and, because he sometimes is very irregular in his output, your system is then disturbed. You have spoken to him, but he refuses to consider your suggestions, saying that he always gets his quota out by the deadline and can see no reason why you cannot do the same without fancy methods.

1. How can you convince him that both he and you would gain if he, too, had a system of departmental planning?
2. What are the disadvantages to you of his erratic production?
3. What arguments would you use in trying to sell him on the need for departmental planning?
4. If he remains stubborn in his position, what steps might you take with higher management?
5. If management is satisfied with the way the plant is running, should you leave things alone?

CASE 6

Often your chief comes to you and tells you that a certain piece of work is to be rushed and he would appreciate it if you would get it out in a hurry. You give the crew a pep talk, and they step up their pace and get it out before schedule. In about half such cases, the finished work remains on the floor one or two days before it is moved to the next department. This delay makes the men angry, and they feel that they have been imposed upon.

1. Are the workers justified in this feeling?

2. What might be some of the causes for rush jobs?
3. What might be some of the causes of these delays?
4. What excuses should you give the men?
5. What should you say to your chief?
6. How should rush work be handled?

CASE 7

You are a supervisor of a section and want to train one of your new assistant supervisors on how to plan the work of his unit. You believe that he should start by analyzing his job in terms of the planning formula, asking the following questions:

- a) *What* should be done?
- b) *Why* should it be done?
- c) *When* should it be done?
- d) *Where* should it be done?
- e) *Who* should do it?
- f) *How* should it be done?

You want to point out to him some of the obstacles he may run into in applying the formula, and how he should go about overcoming them.

1. What are some of the difficulties in arriving at the answers to the question *What*?
2. What are some of the difficulties in arriving at the answers to the question *Why*?
3. What are some of the difficulties in arriving at the answers to the question *When*?
4. What are some of the difficulties in arriving at the answers to the question *Where*?
5. What are some of the difficulties in arriving at the answers to the question *Who*?
6. What are some of the difficulties in arriving at the answers to the question *How*?
7. How are these difficulties overcome?

CASE 8

One of your assistants, a supervisor named Joe, comes to you and asks you to help him get control of his unit. He states that while you were running the unit, everything went smoothly, but now he can-

not keep ahead of the job. The work load has not changed to any extent, and most of the over-all planning is handled by you and the production-control department.

Joe tells you that he spends all his time keeping his workers busy so that due dates can be met and that he has no time left in which to develop a team spirit, take care of the problems of his men, improve the efficiency of his unit, or any of the other activities a good supervisor should engage in. All his time is spent in such routine tasks as checking the work of his men, explaining jobs, giving the machines a final checkup after they have been set up, getting supplies, and the like. Since these and similar tasks consume his whole working day, he gets out his reports after hours so that he can be free of interruptions. He states further that at times he runs some of the machines when the boys get behind because he believes that it builds morale and sets a pace for the operators.

1. How are you going to help him solve his problem?
2. What are the supervisor's major responsibilities?
3. What responsibilities can he delegate?
4. How can he retain control over those responsibilities he delegates?
5. How is he going to get his workers to assume added responsibilities?

CASE 9

One of your fellow-supervisors, seeing that you do a good job of planning the work of your unit, comes to you and asks what is the secret of success.

He says that in the past he has been able to get by without much planning because the work load of his unit was not heavy and he was able to stall people off when work was not completed on time. However, now the work load is increasing, and people do not stall so easily; so he wants to be ready for the future.

He admits that the men in his department have been running things pretty much their own way. The older men take the more desirable work and leave the less desirable for the newer men. Whenever things get too far behind, everyone pitches in until the work is caught up.

Outline, step by step, a program that you would follow in teaching him how to plan.

CASE 10

You are the superintendent of a shop doing jobbing work. The job of planning is handled by the several foremen. At present, the shop is swamped with orders, and delivery dates are not being met; so top management plans to install a production-control department. The purpose of this department will be to obtain a smooth flow of work through the shop and to set up delivery dates that can be met.

As planned, this production-control department will be made up of four sections—routing, scheduling, dispatching, and expediting. The routing section is to route the parts from specific machine to specific machine throughout the shop. The scheduling section is to determine how long each batch of work should take and to set up due dates. The dispatching section is to take care of all the paper work, such as move tickets, job tickets, tool tickets, material tickets, inspection tickets, etc. The expediting section is to follow the progress of work through the shop and report back to the routing and scheduling sections any adjustments that might be necessary.

1. Analyze this plan with the idea of making it operate successfully.
2. Should there be any modifications? Justify your answer.
3. What qualification should the head of each of the four sections have?
4. What are some of the difficulties you might run into in the installation and running of this production-control department?
5. To what extent can the shop foremen make or break this plan?
6. How is this plan going to interfere with the jobs of the shop foremen?
7. How are you going to sell the foremen and keep them sold on the production-control department?

CASE 11

Engineering changes inaugurated by the main office are continually forcing modifications of the projects being built in your department. As a result, the workers often have to rework, abandon, or reconstruct jobs on which they have put many hours of labor. They are losing interest and saying that there is no need to hurry because the job will be changed several times before it is completed. Whenever you have asked your superior to give you the reason for the changes, he has answered that the home office makes them or that they are due to changes in market requirements and technology.

1. Should you contact the home office?

2. Should you stall production in the hope that the changes can be incorporated in initial constructions?
3. How can the morale of your department be raised?
4. What are some of the reasons for engineering changes?
5. Discuss ways of controlling such changes.

CASE 12

You are the head of the maintenance department and have several supervisors under you. These men are excellent mechanics, but they feel that they have to supervise every repair job in detail. During the progress of jobs, some of them will often tell the repairman to step aside while they locate the trouble and perhaps do most of the job. They say that this gets jobs done quickly. But, while they are doing this, other maintenance men are standing around waiting for orders. All the repairmen in your department are competent but not so experienced or so fast as the supervisors.

1. How are you going to handle this problem?
2. Work out a planning procedure to fit a maintenance department.

CASE 13

You are the superintendent of a small production plant making breakfast sets (table and chairs). Jones and Smith are in charge of and fabricating and finishing departments, respectively. It has been reported to you that some of the finishing work has been poorly done, and there are complaints from the customers.

You take the problem up with Smith, the head of the finishing department. He says that he knows of the poor work, but that it is due to the speed his workers have to maintain: first, to meet delivery dates and, second, to take care of the irregular flow of work out of the fabricating department. He says that sometimes he receives the work in dribbles and at other times he is swamped. He insists that, if his men had enough time, they could do a good finishing job.

Next you take the problem up with Jones, the head of the fabricating department. He claims that the fault is not his; that he is doing his duty by fabricating, as speedily as possible, all raw materials sent to him, slowing down only for machine breakdowns or material shortages, which are quite frequent. As soon as these are cleared up, he goes full speed ahead.

1. Evaluate Smith's arguments.
2. Evaluate Jones' arguments.
3. Where else do difficulties lie?
4. Devise an over-all planning program.
5. Who should run it?

PRINCIPLES

Everybody Makes Plans

People plan their trips, their houses, and what they are going to do with the next pay check. Almost any activity runs more smoothly and successfully if there is some planning behind it. The family meals are better, the marketing less of a chore, and the vacation trip more of a pleasure if the essentials have been provided for by planning. Planning of such things may not be essential to carrying them through, but it helps to make them successful.

In business, planning is essential. It is necessary for top management to forecast the demand for its product and to plan all its resources in terms of these forecasts. If management does not plan or if it plans poorly, the company will suffer from great fluctuations in productivity—waves of hiring and firing, expanding and retrenching—with the result that it loses money and nobody has a secure job.

The Supervisor's Responsibility in Planning

Each supervisor has the responsibility and the authority for the efficient operation of his unit. His unit has a definite purpose—a definite job to do—and it is up to the supervisor to see that the job is done. In order to do this job, the supervisor has at his disposal men, materials, equipment, time, and space. All these cost money, and it is up to the supervisor to show a return on this investment. It is up to him to avoid any waste of men, materials, equipment, time, and space.

Wastage is avoided when these factors are used to their greatest advantage. This requires planning, and such planning is the responsibility of the supervisor. In order to help him to carry out his job, he may have the assistance of a production-planning and control de-

partment as well as of other service departments and staff departments. But if his department is losing money, he is going to be held responsible and not they.

Of the men, materials, equipment, time, and space, the most important factor is the men, because they are the ones who will use the other four factors in a way that will either save them or waste them. The actions of men, therefore, are the keypoint in planning, but the supervisor cannot push the responsibility for planning onto his men. Most men of their own initiative will not conserve materials to the utmost, use machines in the best manner, or put their time to the most productive use. When the supervisor does the planning and trains and leads his men properly, they will be willing and able within limits to carry out his plans to conserve materials, machines, and time. But they do not have the judgment, experience, and overall knowledge to make managerial decisions, and planning is definitely a managerial function and responsibility.

When the supervisor does not do the planning that is necessary to run his unit efficiently, the men are inclined to feel that, if he does not do his part of the job, they need not do theirs.

Results of Poor Planning

A supervisor should suspect poor planning as the cause if he is run ragged trying to get his work done; if his unit is unable to meet deadlines; if his unit is a place of conflict and confusion; if work is held up for lack of materials, tools, or trained workers; and if his men are rushed to the point where quality suffers, housekeeping is sloppy, and accidents are high.

Some of the evidences of poor planning are:

Delivery dates not met

Machines idle

Materials wasted

Some machines doing jobs that should be on smaller machines

Some men overworked; other men underworked

Some workers stalling in order not to run out of work

Skilled workers doing unskilled work

Men fumbling on jobs for which they have not been trained

Quarreling, bickering, buck-passing, and confusion

Benefits of Good Planning

When there is good planning in a unit or section, the work flows through in a swift, shallow stream. Men are busy but not rushed. There is good housekeeping, co-operation among the workers, and respect for the leadership of the supervisor.

Some of the benefits of good planning are:

- Jobs turned out on time
- Good relationships with other departments
- People using their highest skills
- Workers knowing how their jobs fit into the total pattern
- Machines doing their proper jobs
- Equipment in good shape
- Materials available
- Waste kept to a minimum

The difference between good planning and poor planning is the difference between order and confusion, between things being done on time and not being done on time, between co-operation and conflict, and between pleasant working relationships and a workday full of conflicts.

Why Planning Seems Difficult

Planning is the setting-up in advance of what things are to be done, when they are to be done, how they are to be done, who is to do them, and where they are to be done. This is a simple definition, but planning itself cannot be achieved without effort. Planning requires thinking, and most people like to avoid thinking. It is easier mentally to muddle through than to think one's way through. It is easier to engage in trial and error than to weigh advantages and disadvantages. It is easier to do jobs just as they occur, moving from one job to the other, keeping busy, than it is to sit down and figure out a way of getting more done and being less busy.

Planning requires knowledge, foresight, judgment, and experience. The planner—that is, the supervisor—must know the skills and capacities of his workers, their strong and weak points, the jobs they can do well, and the jobs that they do poorly. He must know his equipment, the correct speeds and feeds, the type of work it can do, and the accuracy of the work it can do. He must know that one

machine can do the same job as another machine but do it better. He must also know materials and their relative cost, how to handle them, and how to keep down scrap. He must know how to break big jobs down into smaller operations.

He must have foresight. He must know how to anticipate difficulties and thus avoid them. He must know the length of time that jobs take and what margin of safety to allow in order to meet due dates.

He must have judgment. He has to weigh the various factors and make decisions. He must be able to make the correct choices. He must be able to balance the short- and long-range benefits, and he must have a good sense of priorities—putting first things first. He must have the technique of co-ordinating jobs so that they all fit together into a neat pattern.

He must have experience, and he must have profited by that experience so that he will not make the same mistake twice. There is a difference between twenty years' experience and one year's experience repeated twenty times. The more obstacles he has overcome, the more he will be able to anticipate. The more he plans, the better he will be able to plan.

Planning, then, requires work with the head instead of with the back. It requires that things be figured out before they are tried out.

The Planning Formula

Most jobs that are to be planned can be analyzed by applying the questions: *What? Why? When? Who? Where? and How?* The answers to these questions can be set up in terms of routing, scheduling, dispatching, and follow-up.

In the analysis of a job, the first question to be answered is *What? What* are the operations to be performed on this job? *What* is the function of this department with regard to this job? *What* are the quantity and quality requirements of this job?

The next question is *Why? Why* is it necessary to perform all the operations? *Why* is it necessary to follow a certain sequence in the performance? *Why* is it necessary to do this job at all? In answering the question *Why?* the supervisor may be able to detect unnecessary operations and perhaps eliminate them.

The next question to ask is *When* is this job to be started in order to meet deadlines? Before the supervisor can answer the question

When? it is necessary for him to know how long the operations will take. He will need to have accurately determined standards of performance or at least good estimates based on comparable jobs. When he knows how long the operations will take, he will know when they will have to be started in order to meet deadlines. He can then fit the job into a time schedule that will permit the maximum utilization of men, materials, equipment, time, and space.

Next, the supervisor asks: *Where?* He is interested in where the various operations should be performed in his unit. He wants to know what machines can perform the operations best and what machines are available to perform the various operations.

After this, he asks: *Who* will do it? He wants to know which members of his organization have the skills to perform the various operations, and he wants to have these men using their highest skills when possible.

Then, finally, comes the question *How?* There may be several methods from which he can choose for performing various operations, and there may be better methods which he can devise.

The questions need not always be asked in the above sequence; nor can one question be answered without considering the other questions; the answer to each question will influence the answers to all the other questions. As he answers the questions, the supervisor is laying out a plan for the job along the following logical steps:

1. Analyzing the job or product to be produced
2. Determining the total number of units to be produced in a unit of time
3. Breaking down the separate operations or tasks
4. Arranging the operations or tasks in the sequence in which they are to be performed
5. For each operation, determining what is needed—materials, supplies, equipment, space, blueprints, sketches, etc.—and arranging for ordering them
6. Estimating the number of man-hours needed for each operation
7. Estimating the total number of each kind of worker needed
8. Working out a time schedule for each operation—when each should begin and end
9. Providing for any training that will be necessary to prepare men for the work
10. Showing at what points, and to whom, instructions and directions should be given

11. Making provisions for checking the progress of the work and for making adjustments in the schedule if necessary

These eleven steps incorporate the principles of production planning and control—routing, scheduling, dispatching, and follow-up.

Routing—that is, setting up the path of the work through the unit—is determined by the answers to the questions: What is to be done? Where is it to be done? and Who is going to do it?

Scheduling is based on the answers to the questions: How long will it take? and When should it be started?

Dispatching is getting ready the machines, the materials, the tools, time tickets, etc., so that the work can be started on time.

Follow-up is the periodic inspection of the progress of the work, to see whether or not it is keeping on schedule, and the making of adjustments in the schedule when things go other than as planned.

The Obstacles to Planning

The supervisor cannot plan 100 per cent the work of his section. Things go wrong; workers are absent; instructions are misunderstood; machines break down; material is hard to work; other jobs interfere. All these are obstacles which interfere with the scheduled progress of the work. Therefore, it becomes necessary for the supervisor to allow a factor of safety or some cushion to take care of delays. When delays do occur, he must revise the schedule and thus take advantage of the cushion. Then he will be on an up-to-date basis when he schedules additional jobs.

Handling Emergencies

Rush jobs are wasteful, but there are emergencies in which a rush job has to be put through. The best that the supervisor can do about it is to get rid of the rush job by means of overtime, by asking his men for extra effort, or by delaying some other jobs. Then, as soon as he can, he should get onto a regular schedule again.

Personal Planning

A supervisor may complain that he does not have time to spend in planning. He should start then by planning his own time. He can do

this very simply by making an analysis of the way his present time is spent. He should make a log or a timetable and list on it in the middle of the morning, at noon, in the middle of the afternoon, and at quitting time, what he actually did during each of the previous two-hour periods. He should fill in this chart for two weeks and do it honestly, because it is for his own benefit. At the end of the two weeks, he should study the way he distributed his time.

In analyzing his time sheet, he should add up the amount of time spent on each of the various activities he performed during the two weeks. He should then rate these activities according to their importance. On the upper half of a sheet of paper he should write those jobs he has rated as most important. On the lower half of the sheet, he should write the routine and workman activities and the amount of time he spent on them. He will find in most cases that he spent a great deal of time doing nonsupervisory work. Then he should examine the lower half of the sheet and pick out those activities that are definitely workman activities and should decide then and there that they have no place in his day; his supervisory work is a full-time job.

Next he should analyze the routine activities to find those that can be delegated to subordinates. They should be removed from the list and set up separately as duties he can be rid of as soon as he has trained subordinates to take them over.

What remains on the sheet will be supervisory duties he has been performing and will continue to perform, and the amount of time he has been spending on them. He should check this list to see whether it is complete, whether there are parts of his job he neglected to do in two weeks. The supervisor will then have before him a list of his duties and a chart of the way he has been spending his days. With that as a basis, he can plan his time.

This list of a supervisor's duties and responsibilities is presented as a checklist with which the supervisor can compare his time chart. The jobs are divided into those he must execute personally, those which he can share (that is, delegate certain parts of them to subordinates), and those which he can normally delegate in full.

Jobs the Supervisor Himself Must Do

1. Planning and scheduling the work of the unit
2. Maintaining an adequate work force

3. Getting the right man on the right job
4. Building morale and creating better attitudes
5. Disciplining workers
6. Handling grievances and gripes
7. Making accident investigations
8. Getting to know his men and taking an interest in them
9. Promoting teamwork and co-operation
10. Keeping management informed
11. Keeping workers informed on matters that concern them and eliminating rumors
12. Settling disputes among workers
13. Transferring men
14. Co-operating with other supervisors

Jobs He Might Delegate Parts Of

1. Maintaining quality and quantity of production
2. Improving work or production methods
3. Keeping costs down (conservation of time, materials, space, and tools)
4. Care of equipment
5. Training workers
6. Explaining jobs
7. Inducting new workers
8. Accident prevention
9. Attendance control (absence and tardiness)
10. Requisitioning tools, equipment, and materials
11. Handling details or paper work relating to routing, scheduling, and dispatching

Jobs He Can Normally Delegate to Subordinates

1. Setting up machines
2. Sharpening and resetting tools
3. Keeping records and making reports
4. Checking and inspecting raw materials
5. Maintaining good housekeeping on the job
6. Care of tools
7. Running errands (getting blueprints, supplies, etc.)
8. Answering the phone

CONFERENCE TOPIC*HOW TO PLAN***FOLLOWING UP ON THE JOB****Work Planning**

1. Are you meeting all your deadlines?
2. Do you figure out jobs in advance in terms of What? Why? When? Where? Who? and How?
3. Are some of your men overworked while others are underworked?
4. Are some of your workers stalling in order not to run out of work?
5. Do you know the capacities of all your men and equipment?
6. Are skilled workers doing unskilled work?
7. Are your machines running at the correct speeds and feeds for the jobs they are working on?
8. Are men and machines being held up on account of a lack of materials?
9. Do you know how long each operation should take?
10. Do you have a system for taking care of rush jobs?

Personal Planning

1. Are you being run ragged trying to get your job done?
2. Do you make up a personal timetable periodically, and then analyze it?
3. Do you plan the distribution of your time?
4. Are you spending most of your time doing supervisory work?
5. Do you delegate enough responsibility and authority to your subordinates?

8. METHODS IMPROVEMENT

CASE STUDIES

EVERYONE will agree that there is need of a constant search for uncovering better ways of doing things. If improvements are not being made continually, a company soon falls behind, and its competitors take over more and more of the available market. Management realizes this and keeps encouraging its members to increase the efficiency of their departments, sections, and units. It tries to encourage new ideas from the rank and file workers by the use of suggestion systems.

However, in many situations better methods are not forthcoming because supervisors and workers do not have a technique, a system, or method that they can use as a means of developing improvements.

These cases, and the principles following them, show how to handle systematically the problem of methods improvement. The cases show the supervisor the need to understand and practice the techniques of process analysis and operation analysis. Practice in the techniques is necessary if full benefit is to be achieved. It is recommended that those who are not familiar with the techniques of process analysis and operation analysis should study the principles before starting to work on the following cases.

CASE 1

A friend of yours, a supervisor in another company—one that produces a standardized product—has been telling you about meth-

ods improvement. He is quite "motion-minded" and is always figuring out ways to make jobs easier in his home and on the job. He tells you about how electric mixers and other gadgets cut down his wife's work in the kitchen. He says that his kitchen is laid out "scientifically" to save steps and strain. He then cites instances of labor savings in his company from the adoption of conveyor belts, fork trucks, "scientifically" laid-out work places, power tools, etc. He always ends up by saying, "Who would want to throw out all these things and return to the good old days of back-breaking work?" He has half-convinced you, and you are willing to give methods improvement a try.

1. List a few of the labor-saving devices that are in use in your home.
2. To what extent are the principles of methods improvement used in your home? Where might there be some further applications?
3. List a few of the labor-saving devices that are used in the plant.
4. Where in the plant are there some applications of the principles of methods improvement?
5. Where in the plant are some of the obvious places where the principles of methods improvement could be applied?

CASE 2

In order to meet the competition of plants using the techniques of efficient production, top management is faced with the problem of reducing manufacturing costs. It believes that this can be accomplished by increasing the efficiency of production instead of by cutting corners and reducing wages.

Each supervisor has been asked to make a conscientious effort to increase the efficiency of his section by making process analyses and operation analyses.

1. Where are some of the places where process analyses would show results quickly? Why?
2. Where are some of the spots where operation analyses would show results quickly? Why?
3. Where are some of the spots where operation analyses would not be worth the effort? Why?
4. Why must process analysis precede operation analysis?

CASE 3

You are a supervisor, and the work load of your section has in-

creased. Labor is quite scarce, and the personnel department is having great difficulty recruiting additional workers for you. The last few they sent you were more trouble than they were worth.

One of the ways for you to meet the increased work load is to increase the efficiency of your section. You have cleaned up the obvious inefficiencies, but now you want to do a thorough and systematic job. Process analysis is a successful technique used by methods men in many companies; so you wish to try it.

1. What would be the most fruitful process to try it on in your section? Why?
2. What might be some of the obstacles you might run into?
3. How should you go about overcoming them?
4. Does the process analysis check list in the "Principles" of this chapter cover the type of work performed in your department? Should the check list be modified? How?

CASE 4

You are the supervisor of a section in which there is a fair number of simple repetitive operations. You have made process analyses on some of the parts being processed and have installed improved methods that are operating successfully. Now you are thinking of studying some of the operations in detail by using operation analysis, in order further to reduce wasted effort and make work easier.

1. What types of operations look most promising in relation to operation analyses? Why?
2. What are some of the obstacles you might run into? Why?
3. How are you going to overcome the obstacles?
4. How would you go about selling operation analysis to your workers?
5. What are some of the ways of getting workers to substitute new habits for old habits?

CASE 5

Visualize or, if practical, visit one of the plant's departments in which there is a large group of women doing inspection or light assembly work. Pick out an operation that appears to be suitable for operation analysis. Make an operation analysis and/or apply the operation analysis check list in the "Principles" of this chapter, to the operation.

1. Give the reasons why you chose this specific operation to analyze.
2. How would you go about explaining to the operators what you were doing?
3. What might be some of the parts of the operation on which modification would really pay off in relation to making work easier?
4. What might be some of the parts of the operation on which modifications would really pay off in relation to making effort more productive?
5. How would you go about justifying the cost of constructing mechanical aids, special bins, tools, etc.?
6. What might be some of the obstacles you might run into during the study?
7. How would you overcome the obstacles?
8. What might be some of the obstacles you might run into in installing a better method?
9. How would you overcome them?

CASE 6

You have a number of good workers in your section, and you want them to participate in the company's suggestion program. You feel that such participation will give them greater interest in their jobs and win for them recognition and cash awards; it should also uncover supervisory material for the future.

From time to time you have mentioned the suggestion program to your group. Some of your men say that they never get good ideas; others say that they don't know how to start looking for ideas; several say that they do not know how to get ideas down on paper.

All your workers are co-operative and willing to participate in the program, but they want you to show them how.

1. Are your workers justified in expecting you to help them, when it is they and not you who would get the rewards?
2. What indirect benefits come to you if your men win rewards?
3. If their suggestions show the need for a number of improvements in your section, will top management think that you are not on the ball?
4. How should you go about helping your men to think up good suggestions?
5. How can you help them in writing up their ideas?
6. If you were on the receiving or evaluating end of suggestions submitted, what kind of information would you want them to contain?

CASE 7

In the last year and a half, you as a foreman have submitted a dozen ideas through the plant's suggestion-box system. One of the first

ideas was accepted and paid for. That was over a year ago, and you have heard nothing from your other suggestions, although you believe that several of them were of greater value than the one that was accepted. You know that the system requires the general foreman to empty all boxes, inspect the suggestions, and submit to the suggestion committee any that he feels to be worth while. You sincerely believe that yours have not been reaching the committee—either because the general foreman has not taken time to consider them fully or because he fears for his personal prestige should they be accepted.

1. Should you question the general foreman or simply continue to give suggestions as they occur to you?
2. What could you do if his answer did not satisfy you?
3. If you do not approve of the present system, what would you consider as the most desirable form to replace it?
4. Do you agree that no suggestion system is better than a poor one?
5. Enumerate, respectively, the advantages of a good suggestion system and the disadvantages of a poor one.

CASE 8

You want to encourage suggestions from your employees. One of your workers is continually bringing you ideas that are neither practical nor well thought out. He gives so much time to the development of new ideas that his regular work suffers.

1. How would you handle the situation?
2. How can the practicability of an idea be determined?
3. What is the distinction between a good idea and a bad idea?
4. What is meant by "thinking out" ideas?
5. Suppose that his ideas were very good but that his regular work suffered, what would you do?

CASE 9

You feel that redesign of certain parts of the equipment you are using would simplify its maintenance and repair. Therefore, you submit to your superior a letter and drawings relating to the proposed changes. Your superior approves them and forwards them with his recommendations to the engineering department. Later the head of the engineering department returns your plans with a note implying

that, since you are not a technical man, you are not qualified to suggest improvements. After a time, the head of the engineering department is changed.

1. Should you resubmit your plans?
2. Should the engineering department have given such a reason for rejecting your plans?
3. What might be some of the real reasons why your plans were rejected?
4. Mention some improvements produced by "nontechnical" men.
5. What should be the function of the engineering department in relation to suggestions?

CASE 10

You are very anxious to improve the physical conditions in your department, but such improvements require a moderate expenditure of money. Your boss refuses to OK the expenditures, saying that the company cannot afford them.

1. Should you continue to make such requests? Explain.
2. Should the boss give you more specific reasons for his refusals? What kind of reasons?
3. Set up a procedure for selling ideas to your boss.

CASE 11

You are a foreman in a plant where liberal bonuses are given for suggestions that will increase production, reduce overhead costs, or result in a more efficient product. Since you were placed in charge of your section, you have spent considerable time and effort in working out a new production process that will result in a better product.

Your superior is very enthusiastic about your new plan and immediately takes over your reports and data. A couple of weeks pass, and in that time many changes are made in the department which are definitely in line with your plan. Nothing is said to you during this time, and you get little satisfaction from your boss. He says your plan is under consideration.

The next issue of the plant newspaper names your superior as the recipient of a \$100 bonus for a plan basically your idea but with certain minor alterations.

1. What would you say to this superior?
2. The men under you know of this "steal": What would you say to them?

3. If you do not press your case, how can you regain the respect and confidence of your men?
4. How should suggestion programs be handled to avoid such occurrences?

CASE 12

You were recently appointed as the supervisor of a group of experienced workers, several of whom are considerably older than you. You know that one of these older workers has the reputation of being a chronic grouch, although his work was satisfactory under the previous supervisor.

You have made several changes in method which have speeded up the work of the department without increasing the effort required. All the workers, except the chronic grouch, have accepted the new methods. He insists on doing the job the old way, with the result that his production is lower than that of the rest of the men.

The other workers are aware of the situation and are waiting with considerable interest to see how you are going to handle the problem. You feel that you must do something about the situation.

What should you do?

CASE 13

You are the supervisor of a group of employees who pride themselves on being highly skilled workmen. It takes about three years for a man to become really proficient in the trade, and there is always a demand for it—if not in your company, then in other concerns.

At the present time, the company is installing machines which will make much of their skill obsolete. You sensed a bitter resentment against the machines even before they arrived in the shop.

Since the company is expanding, these workers will not lose their jobs. The highly skilled men will operate the machines, and the machines will enable these employees to make the same earnings as before. You have talked to the men, and they tell you that they are afraid they will lose the skill they worked so hard to gain. Many of the men are thinking of looking elsewhere for employment. Normally they could be replaced by less-skilled workers, but labor is quite scarce.

1. To what extent are the workers justified in their resentment? Explain.

2. To what extent is the company justified in bringing in the machines? Explain.
3. How should you handle the situation?

CASE 14

Recently you hired a young industrial engineer with limited supervisory experience but a lot of good ideas. You put him in charge of a section that was poorly organized, inefficient, and badly in need of what this man had to offer. You gave him a free hand.

Through the efforts of this new supervisor, the section has rapidly become one of the most efficient and closely disciplined in your department. However, the morale is extremely poor, and many of the men—including the better ones—are seeking transfers out of your department. They claim that they cannot do their jobs the way they wish and that the supervisor is continually checking on their performance.

1. Evaluate the arguments of the men.
2. How might you have been able to avoid this situation and yet get the job done by the new supervisor?
3. What are some of the cautions that should be observed when attempting to increase the efficiency of a department?
4. What are some of the relationships between efficiency and morale?

CASE 15

The shipping department of your company regularly shipped 2,000 items per day. Two months ago an outside engineering company was hired to install a conveyor system. This system was engineered to handle 3,000 items per day. It would require the same number of man hours, but the men would have less heavy work to do.

The installation took thirty days; and since then, in the thirty days that the system has been operating, the production of the shipping department has been no higher than 1,400 units per day. All the workers seem to be busy, but there is an undercurrent of resentment and frustration that is reflected in the attitudes of the workers and the first-line supervisors.

Top management has just borrowed you from the engineering department and asked you to assume authority over the workers and the supervisors until production is up to 3,000 items per day. The

system is capable of producing this number without calling for extra effort on the part of the workers.

Outline the steps you would take in handling this problem.

PRINCIPLES

Methods Improvement Defined

Methods improvement might be defined as the technique of uncovering better ways of doing work and putting them into effect. These better ways are in terms of cost, ease of operation, safety, and speed. All four factors have to be taken into consideration when evaluating one method against another.

Methods improvement centers about a questioning frame of mind. It does not accept the past with its traditions and it's "This is the way we've always done it." Nor does it accept the present. It rejects any idea that "This is the result of intensive study and therefore it cannot be improved upon—it's perfection." The questioning mind looks toward the future. It realizes that there is always change and that there is always room for improvement. It is always seeking a better way by analyzing, eliminating, combining, rearranging, and simplifying.

Practice in the field of methods improvement can make a person motion-minded, just as applying the principles of safety makes many people safety-conscious. The motion-minded person is always on the lookout for saving steps or making things easier, either in the plant or in the home. He invents all sorts of shortcuts and labor-saving devices. He is always on the alert for better methods.

Methods improvement is the systematic analysis of a work situation and the application of motion-economy principles and check lists, with the result that an improved method is devised that is easier, quicker, and cheaper than the original method of doing the job. Two of the most important techniques of methods improvement are *process analysis* and *operation analysis*.

The Importance of Methods Improvement

The American know-how is one of the factors that make the United States the leading industrial country of the world. An essential part

of this know-how is the technique of constantly improving the methods of production. If American industry should stop improving or slow down the rate of improving, other countries would be able to take away the markets and jeopardize our economy, our industry, and our jobs. What would be the American standard of living and security if American industry were using the manufacturing techniques of twenty-five or fifty years ago?

The supervisor should ask himself: What improvements have I been making to keep up with the times? How long is it since I improved the methods in my unit to keep up with the changes going on about me? To what extent have I been content to do today as I did last year or five years ago?

Methods Improvement Is Everybody's Job

Methods improvement is the job of everybody in management. Top management has the responsibility for initiating and getting behind the broad program of methods improvement. It does this by recognizing the accomplishments of those who are directly and indirectly responsible for methods improvement work and by developing and promoting good suggestion programs to tap the reservoir of job knowledge of the rank and file. Top management also has the responsibility for evaluating methods proposed and for approving the installation of major improvements.

The industrial engineering department is set up primarily to devise better ways of doing things. It makes methods-improvement investigations on a company-wide scale, starting with the raw material and ending with the finished product. Since it is not confined or hindered by department lines, it can make major changes involving the work of many departments.

Methods improvement is also part of the supervisor's job. He is responsible for the efficient running of his unit; and methods improvement is necessary to efficiency. Methods improvement not only helps him to do his job better but puts him in line for promotion. Management is always on the lookout for people who can do a job better, and even the most cynical supervisor will admit that doing a methods-improvement job does not stand in the way of promotion.

Methods improvement is not restricted to management; workers, too, have good ideas about easier and better ways of doing things, and they should be encouraged to develop them and should be amply

rewarded for the savings effected. These rewards may be in the form of money, recognition, or the opportunity to get ahead. The ability to make improvements should be considered an important qualification when a worker is being considered for promotion to a supervisory position. It is one of the few opportunities that a member of the rank and file has to show that he possesses supervisory ability.

Selling Methods Improvement

Better methods do not sell themselves. Management often has to be sold on them—to be shown the clear advantage of the new method. Management must consider how a change will affect other parts of the organization and how it fits into the whole pattern. Therefore, it is necessary that new ideas be thought out carefully and completely and presented to management clearly and forcefully.

Workers are slow to accept new ideas. A new way of doing something often looks like a threat to the worker's security; it means a change, a substitution, a new habit pattern. All this requires readjustment and the effort of throwing off the old way and learning a new way. Workers are inclined to see a threat rather than a benefit to themselves in having to change habits and routines. The supervisor can overcome a great deal of worker resistance if he knows what it is in the change that the worker fears and if he takes the trouble to explain to the worker the reason for the change—why it is an improvement and how in the long run it will help rather than hinder. The alert supervisor paves the way for the introduction of a change by discussing with the workers the need for the change, listening to their objections to it, and learning from those objections how to introduce the change so as to cause the least upset. The supervisor has to be patient in the retraining period and realize the emotional problems of adjustment that make it hard for a worker to break a habit and learn a new pattern of operation.

The supervisor can create a better attitude toward change by encouraging his workers to look for ways to change their methods to make the job easier or better. He should help them to evaluate and develop their suggestions by explaining to them some of the techniques of methods improvement. He should help them crystallize their ideas for the suggestion system, and, since many workers have difficulty in getting their ideas down on paper, they need this help. The supervisor must have a receptive attitude toward suggestions, give

credit where credit is due, and push good suggestions for acceptance.

When the supervisor is investigating jobs, he should explain fully to the workers what he is doing and how he is doing it. He should solicit their suggestions and bring them into the picture as much as possible. People who help formulate an idea seldom reject it when it is developed.

The supervisor must convince the workers that methods improvement is not a series of time studies, a speed-up program, a scheme for getting more work out of them, or a plan to benefit management at the workers' expense. He must demonstrate that methods improvement is a technique for eliminating unnecessary work, waste motions, and duplication of effort, that it detects and helps remove bottlenecks in production, that it makes jobs easier and makes the worker more valuable because he is turning out more goods.

The Techniques of Methods Improvement

Methods improvement in its simplest form is examining a job in terms of: Who? What? Why? When? Where? and How? Applying this formula to obviously inefficient operations will yield some results, but it may not get at underlying causes. It is too much like tinkering at random with a radio to get it to play. By using the trial-and-error method, the supervisor might improve a job only to discover later that it should have been eliminated in the first place.

In the field of methods improvement, the supervisor needs definite techniques, principles, and check lists that have been developed to make it a definite systematic procedure. This systematic procedure insures that the situation will be considered as a whole and thus avoids omissions and duplications. The techniques which the supervisor can readily apply are process analysis and operation analysis.

It is not necessary for the supervisor to be able to apply such fine techniques of the industrial engineer as micromotion study, in which motion pictures are taken of the job for a precise analysis by the study, frame by frame, of each movement involved in the job. No attempt will be made here to give an analysis of all the techniques of methods improvement; such a treatment is beyond the scope of this book. Those who are interested in going into it further are referred to the list of suggested readings at the end of Part II.

The treatment here will be limited to two techniques of methods improvement—process analysis and operation analysis—because

they are two tools that can be used with profit by the supervisor. Of these two, only the essentials are presented, but enough so that the supervisor can acquire sufficient information to apply the techniques to the work of his unit.

Process Analysis as a Technique of Methods Improvement

A department is running efficiently when the work going through it is moving in a swift, shallow stream. There is a minimum of in-process inventory. There is a minimum of delay. Overhead is spread over a maximum number of items. The working capital is turned over as rapidly as possible: the "goods" of the department should not be allowed to remain "on the shelf" any longer than necessary.

Present methods of doing things will be improved if the following are accomplished:

1. Steps are eliminated, simplified, made easier.
2. Steps are arranged in a more logical order.
3. Moves are shortened; backtracking is reduced.
4. More economical means of transportation are provided.
5. Only necessary inspections are performed.
6. Delays are reduced or removed.

The procedure of process analysis is to list the progress of a piece of work as it is processed, beginning at the time when it enters the unit or section and ending at the time it leaves. Then an analysis of this present method is made in terms of principles and using a check list, and a better method is devised.

Process analysis uncovers the factors that hinder the progress of the work. A process-analysis chart is used to record the activities of the present method. The subject being charted might be a piece part, an assembly, a letter, a form, or a report, or it may be a worker moving from place to place.

Care must be taken not to change the subject of the study during the construction of the chart. If the supervisor is not careful, he may start out following a gear blank through drilling, reaming, and milling operations to an inspection, and continue following the inspector until he ends up at the door of the women's washroom. Instead, he should follow the gear blank until all the operations performed on it in his unit are completed and it leaves.

The supervisor should chart all the activities in sequence from be-

ginning to end, and do it from actual observation rather than from guesses made while sitting at his desk. The steps to be charted are: operations, transportations or moves, storages, inspections, and delays. They are defined in Figure 2.

SYMBOL (ASME)	NAME	REPRESENTS	EXAMPLES
	OPERATION	PERFORMANCE AT A SPECIFIC LOCATION OR WORKPLACE THAT ADVANCES THE WORK TOWARD COMPLETION.	DRILL, BURR, CHIP, WELD, SPRAY, BAKE, PACK, STENCIL, TYPE
	TRANSPORTATION	MOVEMENT FROM ONE LOCATION OR WORKPLACE TO ANOTHER.	BY HAND TRUCK TO DEPT. X, TO NEXT MACHINE BY CONVEYOR, TO ASSEMBLY BY LIFT TRUCK
	STORAGE	LOCATING AN OBJECT IN A PLACE WHERE IT IS PROTECTED AGAINST UNAUTHORIZED REMOVAL.	IN STOCKROOM, IN STORAGE, IN SAFE, IN ASSEMBLY PARTS STOCKROOM
	INSPECTION	EXAMINING AN OBJECT IN RELATION TO QUANTITY OR QUALITY REQUIREMENTS.	CHECK COUNT, GAUGE, WEIGH, CHECK FOR DAMAGE, VERIFY ADDRESS
	DELAY	WAITING FOR SOMETHING TO BE DONE.	AWAIT TRUCK, ON SKID, AWAIT ELEVATOR, IN IN-COMING BASKET, IN TOTE BOX AT DRILL

FIG. 2.—Process Chart Symbols

Each operation in a specific location should be described briefly. Each transportation should be described with the terminal points, the approximate distance, and the method of transportation. The location of each storage, the kind of inspection, and the reasons for each delay should be put down.

At the bottom of the chart the number of operations, transportations, inspections, storages, and delays should be totaled. The approximate percentage of time for each type of activity should also be figured, in order to direct the emphasis of the analysis toward those activities which are preventing the work from being processed as fast as possible.

After the present method is charted (Fig. 3, p. 140), each step in the process should be analyzed in terms of the following check list,

in order to expose the activities that might be improved and those that might be eliminated in the construction of a better method.

Process-Analysis Check List

○ *Operations*

1. How does this operation advance the work? Can it be eliminated? Shortened? Simplified? Combined with other operations?
2. Can this operation be performed better elsewhere? At another time?
3. Is the proper machine used? Are the feeds and speeds correct?
4. Is material being wasted?
5. Are the proper tools being used? Can jigs be used or improved?
6. Can the operation be made safer?
7. Are temperature, humidity, and ventilation the best for the employee and the work?
8. Is the illumination correct?
9. Can the comfort and convenience of the employee be increased? How?
10. Is an operation analysis justified on this operation? Why?

⇒ *Transportations or Moves*

1. Is this transportation necessary?
2. Is the batch being transported of the most economical size?
3. Can the method of transporting be improved?
4. Can gravity be used?
5. Would another type of handling equipment be more economical?
6. Can distances be reduced?
7. Can backtracking be reduced?

▽ *Storages*

1. Is this storage necessary?
2. Is the material in storage protected against pilfering? Against damage?
3. Is the storeroom well located?
4. Is the amount of storage space too great? Too small?

□ *Delays*

1. Is this delay necessary? What are the causes?
2. Does the worker have to go after tools? Equipment, etc.?

3. Should schedules be changed?
4. Should routing be changed?
5. What are the bottlenecks? How can they be reduced or eliminated?

☐ **Inspections**

1. Is this quality inspection necessary?
2. Is this counting necessary? Can weighing be substituted? Can compartmented racks be substituted?
3. Are tolerances closer than necessary?
4. Can a later operation or assembly act as an inspection?
5. Is inspection visual or by gauges?
6. Are gauges of the correct type for this work?
7. Are gauges in good condition?

After studying each step in terms of the check list, a proposed more efficient method should be set up on a process chart (Fig. 4, p. 141).

While the supervisor is making up the chart, he should consult with all those who will be concerned with the modifications. They may have some very good ideas. He must keep his superior informed because not only may the superior's authorization be needed but his better acquaintance with over-all operations may provide valuable suggestions.

After constructing the chart of the proposed method, apply the check list to it to uncover overlooked possibilities.

Use the contrasts between the old and the new methods as selling points. After getting general acceptance, try out the new method and make any necessary changes in it.

Every supervisor should make process charts of the activities carried on in his section, starting with major items and those that create bottlenecks. Process analysis pays dividends in increasing efficiency.

Illustration of Process Analysis

As a sample of methods improvement, here is a *process analysis* of the handling of Coca-Cola:

Present Method

The employees' recreation club of the company runs a snack bar during the rest periods. Each day they sell about five cases of Coca-

Cola across the counter. Since it is sold at cost, a dispensing machine is impractical.

Twenty-five cases of Coke are received each week from the local distributor. He leaves them at the receiving department, where they are checked in and stored. The empty bottles are returned to him at this time.

Each day the receiving department gets five cases of empties from Joe Smith, who has full responsibility for the snack bar. In return, he gets and signs for five cases of Coca-Cola. These he transports by hand truck to the snack bar, where he places them in a cooler until he dispenses them during the rest periods.

Lately the receiving department has been objecting to handling the Coca-Cola storage and paper work. Since a change has to be made in the method of handling the Coke, Joe Smith makes a process analysis of the present method and charts it on the process chart (Fig. 3). He then applies the check list to each step.

Proposed Method

Since Joe Smith knows that other companies get daily delivery of Coca-Cola, he contacts the distributor and finds that he can get daily delivery of five cases and at no extra cost. Joe proposes that the Coke be received daily at the employees' entrance near the snack bar. When the truck arrives, the guard can phone him. Then he can return the empties and receive and sign for the five cases each day. Management approves the proposal. Joe makes a process analysis of the proposed method and charts it on the process chart (Fig. 4). He applies the check list to each step.

Operation Analysis

Operation analysis might be thought of as taking any single operation out of a process analysis and putting it under a magnifying glass. It is a very detailed analysis of the right- and left-hand activities of an operator engaged in a repetitive task of short duration at a definite location. Each operation found to be essential in a process analysis could be the subject of an operation analysis if such detailed study were worth while. Process analysis must always be made before operation analysis.

The detailed study of an operation analysis is worth while when a number of workers are doing the same kind of a task, the task under study will not change for a long period of time, and the ratio of operator time to machine time is high, such as small-assemblies jobs, sol-

PROCESS CHART									
PART NAME <u>Coca-Cola</u>					SHEET NO. <u>1</u> OF <u>1</u> SHEETS				
PART NO. _____					DATE _____				
DEPT. <u>Employees' Recreation Club</u>					CHARTED BY <u>J. Smith</u>				
PROCESS <u>Handling of Coca-Cola</u>					OPERATOR <u>J. Smith</u>				
					☒ PRESENT METHOD				
					☐ PROPOSED METHOD				
STEP NO.	TIME-MIN.	DIST.-FT.	QUANTITY	OPERATION	TRANSPORT	STORAGE	INSPECTION	DELAY	DESCRIPTION
1			25 cases	○	→	▽	□	□	Check in at unloading dock
2		50	"	○	→	▽	□	□	To stockroom by platform truck
3			"	○	→	▽	□	□	Until called for
4			5 cases	○	→	▽	□	□	Count and release on requisition
5		125	"	○	→	▽	□	□	To snack bar by hand truck
6			"	○	→	▽	□	□	Unload into cooler
7			"	○	→	▽	□	□	Until sold
8			1 bot.	○	→	▽	□	□	Dispense across counter
9			5 cases	○	→	▽	□	□	Pick up empties
10		125	"	○	→	▽	□	□	To stockroom
11			"	○	→	▽	□	□	Count empties and get receipt
12			"	○	→	▽	□	□	Await pickup
13		50	25 cases	○	→	▽	□	□	To loading dock by platform truck
14			"	○	→	▽	□	□	Check and get receipt
				○	→	▽	□	□	
				○	→	▽	□	□	
Summary				3	4	2	4	1	

FIG. 3 — Process Chart (Present Method)

dering piece parts, central inspection, etc. When these conditions exist, the savings derived from one study can be applied by all the people performing the task, and the sum-total saving will be well worth while.

PROCESS CHART									
PART NAME <u>Coca-Cola</u>					SHEET NO. <u>1</u> OF <u>1</u> SHEETS				
PART NO. _____					DATE _____				
DEPT. <u>Employees' Recreation Club</u>					CHARTED BY <u>J. Smith</u>				
PROCESS <u>Handling of Coca-Cola</u>					OPERATOR <u>J. Smith</u>				
					☐ PRESENT METHOD				
					☒ PROPOSED METHOD				
STEP NO.	TIME-MIN.	DIST.-FT.	QUANTITY	OPERATION	TRANSPORT	STORAGE	INSPECTION	DELAY	DESCRIPTION
1		75	5 cases	○	➡	▽	□	□	On call from guard, return empties by hand truck
2			"	○	➡	▽	□	□	Count empties, receive, and sign for Coke
3		75	"	○	➡	▽	□	□	To snack bar by hand truck
4			"	○	➡	▽	□	□	Unload into cooler
5			"	○	➡	▽	□	□	Until sold
6			1 bot.	○	➡	▽	□	□	Dispense across counter
7			5 cases	○	➡	▽	□	□	Collect empties
8			"	○	➡	▽	□	□	Stack empties beneath snack bar
9			"	○	➡	▽	□	□	Until returned
				○	➡	▽	□	□	
				○	➡	▽	□	□	
				○	➡	▽	□	□	
				○	➡	▽	□	□	
				○	➡	▽	□	□	
				○	➡	▽	□	□	
				○	➡	▽	□	□	
				○	➡	▽	□	□	
Summary				4	2	0	1	2	

FIG. 4 — Process Chart (Proposed Method)

In operation analysis the activities of the right hand and the left hand of the operator are studied in detail, and principles of motion economy and the check list are applied for the purpose of developing a better work pattern for the operator. The fundamental principle of operation analysis is to increase output without increasing the amount of energy expended by the worker.

(If as a result of operation analysis, output is increased through the use of a new method which requires more effort on the part of the operator, he should receive more pay for having to expend that greater amount of effort.)

The increase in output without increasing effort can be achieved: (1) by making the effort expended more productive and (2) by making work easier. The results are accomplished by applying the following principles of motion economy in designing a more effective way of doing a task:

Making Effort Expended More Productive

1. Avoid having the hand act as a holding device; use a foot-operated vise or a clamp and free the hand for more productive work.
2. Keep both hands busy at the same time, accomplishing work.
3. Cut down the distance the hands have to travel for parts and tools.
4. Have both hands start their operations simultaneously and finish them simultaneously.
5. Remove all avoidable delays and reduce unavoidable delays.

Making Work Easier

1. Arrange parts and tools in an arc about the worker so that they are within easy grasp and thus avoid stooping, bending, and stretching.
2. Arrange parts and tools in sequence of use and within easy eye travel, so that the worker can go from operation to operation automatically without having to grope.
3. Arrange parts so that they can be slid into position or easily grasped.
4. Arrange drop deliveries for removing the finished work.
5. Select the proper tools for the job. Have heavy and power tools on springs or counterbalances so that they can be removed from the job by merely releasing them.
6. Arrange the height of the work place so that the worker can alternately sit and stand.
7. Try to arrange the work so that the worker can develop an easy rhythm by

having the hands work simultaneously in opposite directions over symmetrical curved paths.

8. Use momentum, where possible, to aid the worker.
9. Remove hesitations by making parts easy to position.

In order to analyze an operation or a task, it is necessary to break down the present method into the activities performed by the right and left hands separately and list them on the operation chart (Fig. 5, p. 148). Then apply a check list to each of these steps for the purpose of eliminating or shortening as many as possible. The activities of the right and left hands are called "Therbligs" or "basic divisions of accomplishment." For ease of handling, they will be considered here under the following four groups:

○ **DOING. This Group Advances the Work to Completion**

- U. Using—operating a tool or control
- A. Assembling—putting two parts together
- D. Disassembling—the opposite of assembling
- G. Grasping—getting an object under control, picking it up
- R. Releasing—letting go of an object

○ **MOVING. This Group Aids the Doing**

- TL. Transporting Loaded—moving a piece part or a tool from one position to another—handling
- TE. Transporting Empty—moving the hand or other body member from one position to another—reaching

◇ **HESITATING. This Group Hinders Doing and Moving**

- SH. Searching—trying to find something—groping
- SL. Selecting—choosing one item from several
- PL. Planning—making up the mind about how to proceed—deciding
- P. Positioning—lining something up
- I. Inspecting—examining parts in relation to quality or quantity

▷ **IDLING or DELAYING. This Group Does Not Advance the Work**

- H. Holding—retaining an object in a fixed position
- AD. Avoidable Delay—idleness, stalling

UD. Unavoidable Delay—idleness while other hand or a machine is doing the job.

R. Rest to overcome fatigue—overcoming tiredness

When performing an operation analysis, the supervisor should study a typical trained operator. He should observe the activities of each of the two hands separately and classify them under the divisions described above. After he has observed a number of cycles of operation, he should list the present method of doing the task on the operation-analysis chart (Fig. 5). He should start with the hand that is engaging in the greatest number of activities in the cycle and should list each step by the proper abbreviation and symbol, giving a brief description of each activity.

After completing the charting of one hand, he should chart the activities of the other hand, synchronizing them with the first hand so that the chart will show what both hands are doing at the same time. After completing the charting of the present method, he should sum up the ○ Doings, ○ Movings, ◇ Hesitations, and ▷ Idlings.

Next, each activity should be studied in terms of the following check list, for the purpose of constructing a chart of a proposed method (Fig. 6, p. 149) that will make the effort expended more productive and the work easier.

Operation Analysis Check List

○ DOING

Using, Assembling, Disassembling

1. Can this activity be eliminated or shortened?
2. Can a better tool be used?
3. Can better leverage be obtained?
4. Can a power tool be used?
5. Are tools in good condition?
6. Are burrs interfering?
7. Can momentum be used? Can parts be spun on by hand?

Grasping, Releasing

8. Can this activity be eliminated or shortened?
9. Can the part be slid instead of carried?
10. Can the supply bins be furnished with lips to provide easy grasp of small items?
11. Can parts or tools be pre-positioned to provide easy grasp?

12. Can a tweezers, rubber finger, or other instrument be provided to make grasp easier?
13. Is a careful release necessary? Can it be avoided?
14. Can a drop delivery be used?
15. Can release be made in transit?
16. When the load is released, is the hand in the most advantageous position for the next activity?

○ MOVING

Transporting Empty, Transporting Loaded

1. Can either of these movements be eliminated or shortened?
2. Can a chute or conveyor be used?
3. Should more units be moved at a time?
4. Is movement slowed down because of careful positioning required for a later activity?
5. Are the most frequently used parts or tools located nearest to the point of use?
6. Are there barriers in the path of travel?
7. Are tools and parts arranged in an arc within easy reach of the operator?
8. Can a curved motion be used instead of a straight-line motion?
9. Can hand movements be made simultaneously, symmetrically, and in opposite directions?
10. Can the part be slid instead of carried?
11. Can tools be made self-returning by means of springs and counter-balances?

◇ HESITATING

Searching, Selecting

1. Can these activities be eliminated?
2. Are parts and tools mixed?
3. Are there specific locations for parts and tools?
4. Is the lighting satisfactory?
5. Are parts and tools located in front of the operator for easy seeing?
6. Can the number of parts or tools be reduced?
7. Can color be used to facilitate the selection of parts and tools?
8. Can parts be delivered in a manner that decreases selection?

Positioning

9. Is positioning necessary?
10. Can tolerances be loosened?

11. Can holes be beveled?
12. Can pins be rounded?
13. Can tools be located in holsters or funnels at a convenient angle for grasping?
14. Can self-guiding or locating tools be used?
15. Can stops be used?
16. Can jigs be used?

Planning or Deciding

17. Can this hesitation be reduced by practice? Can eye and hand movements be better co-ordinated?
18. Can operation be made more routine?
19. Can a rhythm be established?

Inspecting

20. Can this inspection be eliminated or combined with another operation?
21. Can a better method be devised? Gauges? Statistical inspection?
22. Can the lighting be improved?
23. Can subsequent operations or assembling act as inspections?
24. Can this counting be eliminated? Can compartmented racks or trays be used?

▷ **IDLING OR DELAYING**

Holding

1. Can this holding be eliminated by use of a vise, clamp, clip, hook, rack, jig, or other mechanical device?
2. Can a foot-activated vise or clamp be used?
3. Can a stop be used?
4. Can the holding time be shortened?
5. If hold cannot be eliminated, can arm rests be provided?

Unavoidable Delay

6. Can steps be rearranged to keep both hands busy?
7. Can inspections or other operations be performed during machining time?
8. Can unavoidable delay be shortened by a rearrangement of the steps?

Avoidable Delay

9. Remove it from the cycle.

Rest to Overcome Fatigue

10. Can it be moved to the end of the cycle to provide more complete rest?

11. Can operations be rearranged to provide rest during machining time?
12. Can regular rest periods be installed to provide complete relaxation?

In an operation analysis, when the supervisor is making an investigation of the present method, he should consult the workers, tell them what it is all about, and get their ideas. Also, he should observe the other operators doing the same task, in order to make comparisons of their motion patterns with those of the operator he is studying. He should find out why some operators perform different parts of the task better than other operators, and he should consider combining these "best" parts when he is constructing his proposed improved method for doing the task.

After listing the right- and left-hand activities of an improved method, the supervisor should use the check list on them in order to see if he has missed any possibilities for improvement. He should then add the number of Doings, Movings, Hesitations, and Idlings to show the improvement over the present method of doing the task. The supervisor should go over the new method with his superior and his workers. He should explain the advantages and get their suggestions. After the method is sold, he should instruct the workers in the new method, explaining the why and the advantages.

Illustration of Operation Analysis

In the illustration of process analysis (Fig. 4) there was an operation in which Joe Smith dispenses Cokes across the counter to employees during their rest periods. Since an operation analysis considers a *single* operation from a previously made process analysis, the following study concerns the one operation of dispensing Cokes.

Present Method

Joe reaches into the cooler, gets a bottle of Coke, opens it with a conventional hand bottle-opener, and passes the bottle to the customer. The bottles are opened by Joe to keep liquid and bottle caps off the floor. Payment is made to the cashier.

The workers are asking that service be speeded up. They object to wasting their rest periods standing in line waiting to get Cokes.

Joe analyzed his present method of dispensing the Cokes and charted it on the operation chart (Fig. 5), applying the check list to each step.

Proposed Method

It is proposed that instead of using a hand opener, Joe install two wall-type openers on the counter ledge above the cooler. Then he can pick up two bottles at a time—one in each hand—and open them simultaneously. He charted this proposed new method on the operation chart (Fig. 6) and applied the check list to each step.

Methods Improvement and the Worker

People normally resist change—the throwing-over of old habits and the learning of new ones—unless they can see that they will profit

OPERATION CHART										
PART NAME <u>Coca-Cola</u>					SHEET NO. <u>1</u> OF <u>1</u> SHEETS					
PART NO. _____					DATE _____					
DEPT. <u>Employees' Recreation Club</u>					CHARTED BY <u>J. Smith</u>					
OPERATOR <u>J. Smith</u>					MACHINE NO. _____					
OPERATION <u>Dispensing Coca-Cola</u>					MACHINE NAME _____					
☒ PRESENT METHOD					☐ PROPOSED METHOD					
LEFT HAND	DOING	MOVING	HESITATING	DELAYING	STEP NO.	DOING	MOVING	HESITATING	DELAYING	RIGHT HAND
Empty hand to cooler	○	○	◇	▷	1	○	○	◇	▷	Hold bottle opener
Select bottle	○	○	◇	▷	2	○	○	◇	▷	" " "
Raise bottle to working position	○	○	◇	▷	3	○	○	◇	▷	" " "
Hold bottle	○	○	◇	▷	4	○	○	◇	▷	Position bottle opener
" "	○	○	◇	▷	5	○	○	◇	▷	Open bottle
Bottle to counter	○	○	◇	▷	6	○	○	◇	▷	Hold bottle opener
Release bottle	○	○	◇	▷	7	○	○	◇	▷	" " "
Empty hand to cooler	○	○	◇	▷	8	○	○	◇	▷	" " "
Select bottle	○	○	◇	▷	9	○	○	◇	▷	" " "
Raise bottle to working position	○	○	◇	▷	10	○	○	◇	▷	" " "
Hold bottle	○	○	◇	▷	11	○	○	◇	▷	Position bottle opener
" "	○	○	◇	▷	12	○	○	◇	▷	Open bottle
Bottle to counter	○	○	◇	▷	13	○	○	◇	▷	Hold bottle opener
Release bottle	○	○	◇	▷	14	○	○	◇	▷	" " "
Summary	2 6 2 4					2 0 2 10				

FIG. 5 — Operation Chart (Present Method)

by it. One of the best ways to get workers to accept change is to have them participate in the making of the change and in the benefits that come from the change. Workers who have become acquainted with the results of methods improvement resent going back to the old-fashioned way of doing things. The worker who has come from a modern plant or department does not want to stay on a job that is going to require him to stoop and grope or work in an uncomfortable position or with primitive tools. People resent doing tasks the hard way after they have found out how to do them an easier way.

Each worker is a storehouse of information about his job. This fund of ideas can be tapped by a good suggestion program. The supervisor can help his workers make money on suggestions by aiding them in the development of their ideas and by supplying them with

OPERATION CHART

PART NAME Coca-Cola

SHEET NO. 1 OF 1 SHEETS

PART NO. _____

DATE _____

DEPT. Employees' Recreation Club

CHARTED BY J. Smith

OPERATOR J. Smith

MACHINE NO. _____

OPERATION Dispensing Coca-Cola

MACHINE NAME _____

☐ PRESENT METHOD

☒ PROPOSED METHOD

LEFT HAND	DOING	MOVING	HESITATING	DELAYING	STEP NO.	DOING	MOVING	HESITATING	DELAYING	RIGHT HAND
<u>Empty hand to cooler</u>					<u>1</u>					<u>Empty hand to cooler</u>
<u>Select bottle</u>					<u>2</u>					<u>Select bottle</u>
<u>Bottle to opener on ledge</u>					<u>3</u>					<u>Bottle to opener on ledge</u>
<u>Position bottle</u>					<u>4</u>					<u>Position bottle</u>
<u>Open bottle</u>					<u>5</u>					<u>Open bottle</u>
<u>Bottle to counter</u>					<u>6</u>					<u>Bottle to counter</u>
<u>Release bottle</u>					<u>7</u>					<u>Release bottle</u>
<u>Summary</u>	<u>2</u>	<u>3</u>	<u>2</u>	<u>0</u>		<u>2</u>	<u>3</u>	<u>2</u>	<u>0</u>	

FIG. 6 — Operation Chart (Proposed Method)

a technique for searching out jobs to be improved and ways to improve them. The use of process analysis and operation analysis requires quite a bit of time and study—too much to expect a production worker to devote to seeking better ways of doing jobs.

The following technique is a simplified form of job methods improvement. It was developed as part of the Training within Industry program during World War II. It is called "Job Methods Training" (JMT) and has proved to be a very successful means of getting workers to produce methods-improvement ideas for suggestion programs. Many supervisors are familiar with JMT. For those who have forgotten, it is given here.

JOB METHODS TRAINING

STEP I—BREAK DOWN the job.

1. List *all* details of the job *exactly* as done by the *Present Method*.
2. Be sure details include all:
Material Handling.
Machine Work.
Hand Work.

STEP II—QUESTION every detail.

1. Use these types of questions:
WHY is it necessary?
WHAT is its purpose?
WHERE should it be done?
WHEN should it be done?
WHO is best qualified to do it?
HOW is the "best way" to do it?
2. Also question the:
Materials, Machines, Equipment, Tools, Product Design, Layout, Workplace, Safety, Housekeeping.

STEP III—DEVELOP the new method.

1. ELIMINATE *unnecessary* details.
2. COMBINE details when practical.
3. REARRANGE for better sequence.
4. SIMPLIFY all *necessary* details:
Make the work *easier* and *safer*.
Pre-position materials, tools, and equipment at the best places in the *proper work area*.
Use *gravity-feed* hoppers and *drop-delivery* chutes.
Let *both hands* do *useful* work.
Use *jigs* and *fixtures* instead of hands, for holding work.

5. *Work out* your idea *with* others.
6. Write up your proposed new method.

STEP IV—APPLY the new method.

1. *Sell* your proposal to the *boss*.
2. *Sell* the new method to the *operators*.
3. Get final approval of all concerned on *Safety, Quality, Quantity, Cost*.
4. Put the new method to work. Use it until a better way is developed.
5. Give *credit* where credit is due.

CONFERENCE TOPIC

UNCOVERING A BETTER WAY

FOLLOWING UP ON THE JOB

Methods Improvement

1. How long is it since you made a major improvement in methods in your unit?
2. Are you continually looking for better ways of doing things? Are you motion-minded?
3. Do you do a good job of selling better methods to your supervisor? To your workers?
4. Are you prompt in correcting misunderstandings about methods improvement?

Process Analysis

1. Do you make methods improvements systematically by using process analysis instead of by trial and error?
2. Do you use and improve upon the check list of process analysis?
3. When you devise a new method, do you apply the check list to it?
4. Do you inform your workers about what you are doing when you are making a process analysis?

Operation Analysis

1. Do you always make a process analysis before making an operation analysis?
2. Do you carefully determine the need for every operation analysis before making it?
3. Do you use and improve upon the check list of operation analysis?

4. Do you seek suggestions from the workers when making an operation analysis? Do you explain to them what you are doing?
5. When you introduce a new method, do you explain it carefully to the workers and train them in it?

Employee Suggestions

1. How long is it since one of your workers received a prize in relation to the suggestion program?
2. Does each of your employees understand the four-step procedure of Job Methods Training (JMT)?
3. Do you encourage your workers to devise ways of making their jobs easier? Of cutting out wasted effort?
4. Do you help your employees search for, develop, and write up new ideas for the suggestion program?
5. Do you give credit where credit is due?

9. STANDARDS OF WORK PERFORMANCE

CASE STUDIES

EVERYONE has ideas of what constitutes a satisfactory day's work, but there are great differences of opinion. To the extent that standards of work performance—standards of quantity, *how much*, and standards of quality, *how well*—are established, to that extent there can be common understanding of what is required. When the quantity standard is accurately determined and set up as so many pieces per hour and the quality is measured by a “go and no-go” gauge, there is little chance of misunderstanding.

However, there are many people working on jobs, the quantity and quality of which cannot be so accurately determined. The standards of work performance for such jobs are often a matter of judgment or opinion, thus leaving open an area for misunderstanding and conflict. To the extent that the supervisor is able to increase the accuracy of the quality and quantity standards of work performance, to that extent he is able to let the workers know more clearly what is wanted, and to that extent he is able to measure actual performance against the standards.

These cases show the need for developing better understanding of standards. They stimulate thinking about how to extend the coverage of standards of work performance, and they show how to approach and solve problems relating to the setting-up of such standards.

CASE 1

The department preceding yours in the production line is continually sending you poor-quality work, with the result that the produc-

tion of your department is falling behind. You have spoken to the foreman of that department several times, but he tells you that production schedules do not permit him to finish piece parts beyond the minimum requirements.

1. Should the quality requirements be changed?
2. How can they be changed?
3. Who is responsible for the quality of the work?
4. What should you do about the situation?

CASE 2

The operators in your department are on a wage-incentive plan. They are working hard and earning good bonuses. The mechanics of the maintenance department resent having the operators make more money than they do. As a result, the mechanics stall in repairing machines that break down, and they complain to their foreman that the men in your department are abusing the equipment.

1. Are the maintenance men justified in their attitude and behavior? Explain.
2. What should you say to the maintenance foreman?
3. What should he say to his men?
4. Should you bring the problem up to your boss? Explain.
5. How about incentives for maintenance men? Give the advantages and disadvantages.

CASE 3

The foreman of the department following yours in the production process is always complaining about the workmanship on the piece parts you send him. Your work is just passing inspection. From your own investigations, you know that your men have been following the specifications; still the other foreman is continually finding some fault and running to the superintendent with his complaints. The superintendent, apparently without checking inspections records, has told you to do something about it.

1. What should you say to the superintendent?
2. Should you complain about the material you have been receiving from the previous department if it is just meeting minimum requirements?
3. Should you talk to your men and try to get them to do better work than the specifications call for?

4. What should you say to the other foreman?
5. How could the situation have been prevented?

CASE 4

About a year ago, the company changed from the manufacture of custom-built furniture to a line of standardized dinette sets. At that time you promoted Carl Johnson to the position of assistant foreman with a substantial raise in salary. Carl is an expert cabinetmaker and has been with the company for fifteen years. While the change was being made, he did an excellent job working with the men in straightening out the production line. Now that standards have been set and the work is on a piece-rate basis, he seems to be completely lost—unable to comprehend mass production or to maintain an even flow of work through the department. He is always arguing with the operators about the quality of their work, even though it passes inspection. He also tells them that they don't earn the high wages that are paid to them.

Discuss this situation.

CASE 5

Several of the exceptionally good mechanics in your department have to be used for meticulous work that cannot be put on a piece-rate basis. By working fast, workers of less skill often have greater take-home pay than these good mechanics. The good mechanics are resentful and say that they want to be put on the piece-rate jobs, in spite of the fact that they would have to use a great deal more physical effort.

1. To what extent are the highly skilled mechanics justified in their complaint?
2. How should the situation be remedied?
3. Should the hourly workers receive a bonus based on the productivity of the piece workers, even though their work is only indirectly related?
4. How might it be done?

CASE 6

You know that good housekeeping is essential to safety and good production, and you keep the general equipment in good order. However, a few of the workers who are making better than the average

on the piece rate have very sloppy workplaces. You have spoken to them about this several times, but they feel that the condition of their workplaces is their business, that they are turning out more than the average, and that, if they spent time in tidying up, they would fall behind in production.

1. What is meant by "good housekeeping"?
2. What are its advantages?
3. Are the operators justified in their attitude? Explain.
4. Outline a method of promoting good housekeeping.

CASE 7

You are the supervisor of a large group of office workers—mostly young people who are recent high-school graduates. For many of them, this is their first job, and they have no idea of what constitutes a full day's work. As soon as you stop feeding them work, they stop and visit or fake working or do personal jobs.

You believe that you should set up definite standards of quantity and quality of work performance for as many jobs as you can, and measure the youngsters' performance against them; it seems to be a matter of justice both to the company and to these young people. You believe that you should get them started off right and not make them learn the hard way by being fired from the first two or three jobs they get.

1. What are some of the jobs in a large office that could be standardized without too much trouble?
2. How would you determine the quantity or the *how much* requirements for each?
3. How would you determine the quality or the *how well* requirements for each?
4. How would you go about setting standards of work performance to your employees?
5. How are you going to go about measuring the amount of output of your workers against the quantity standards?
6. How are you going to measure the quality of output of your workers against the quality standards?

CASE 8

You are the supervisor in charge of transporting materials within the plant. Your operators are all over the place, and it is difficult for

you to keep track of them. The word has gotten around that your department is a spot where the work is easy.

The company is planning to purchase a number of expensive up-to-date fork trucks to take the place of the old equipment now in use. Your boss tells you the purchase will be justified if the trucks can be made to pay for themselves quickly. In other words, it will be necessary for them to be busy all the time. He tells you that this is possible if you will control your crew more closely so that they will not be wasting so much time.

1. What are some of the ways of keeping track of transportation workers to see that they are doing a satisfactory day's work?
2. Give the strong and the weak points of these methods.
3. How would you determine the quantity or the *how much* requirements for satisfactory performance for fork-truck operators?
4. How would you determine the quality or the *how well* requirements for fork-truck operators?
5. How would you go about selling these standards of work performance to your crew?
6. How would you check actual performance against these standards of work performance?

CASE 9

You are the supervisor in charge of a crew of electrical and mechanical maintenance men. Until recently you did not need to check up much on your men, as most of them were old-timers who took pride in keeping everything shipshape. Recently, an increase in production orders necessitated putting on a second shift of production workers, many of whom are inexperienced and do not know how to handle their machines properly. This increased the work load of your group, and you hired additional maintenance men; you got the best you could.

Your regular crew has started to complain about these new maintenance men—that they are doing sloppy work and wasting time, with the result that the old group is being overworked. You believe that you need to devise some standards of performance and a method for checking up on your crew. The old workers think this is a good idea and are willing to give you as much information as possible. They tell you that they believe that everyone should carry his own share of the load.

1. What are some of the tasks in maintenance work that are easy to standardize?
2. How would you set up the quantity or the *how much* requirements for each?
3. How would you set up the quality or the *how well* requirements for each?
4. What are some of the tasks in maintenance work that are difficult to standardize?
5. How would you go about setting up the *how much* and the *how well*?
6. How are you going to check performance against the standards?

CASE 10

You are in charge of a drafting department and have under your jurisdiction several supervisors, checkers, and a number of draftsmen. One of the supervisors under you believes that the best way to handle his men is to keep piling the work on, to keep them all snowed under and get all he can out of them. He believes that satisfactory performance is the maximum performance the individual can turn out.

The production of his men is high, but so is the turnover, especially among the better men. The morale is low. You believe that for the guidance of your supervisors you should set up standards of work performance for the drafting department.

1. What are the reasons why some supervisors keep their men snowed under?
2. Evaluate the argument that satisfactory performance is the maximum performance the individual is capable of turning out.
3. What determines the efficiency of a drafting department?
4. How would you set up standards of work performance for drafting work?
5. How would you go about selling these standards of work performance to the supervisors under your jurisdiction?
6. How should they go about selling them to their men?
7. How should actual performance be measured against the standards of work performance? Who should do it?

CASE 11

The materials packed by your department must pass certain quality standards. Among these is a standard of general appearance, which is a vague standard and depends a great deal upon the judgment of the inspector, Joe Smith.

This inspector from time to time has difficulties with his wife. When he is in a bad mood, he will reject a great deal of the work. When he is in a good mood, he will pass packages that he previously rejected.

This is annoying to you and your men. You never know what is, or is not, acceptable. Therefore, you go to the chief inspector and complain. The chief inspector tells you that he would not have Joe Smith on the job if he did not trust his judgment.

1. What can you do about the situation?
2. What should the chief inspector have done about your complaint?
3. What are some of the ways of eliminating vague quality standards?
4. How could the above situation have been prevented?
5. How should it be corrected?

CASE 12

You are in charge of a department turning out a quality product. You have under you several supervisors and their gangs. Relations have been very cordial between you and all those under you. The men are conscientious, and the work is on an hourly basis. It would be very difficult to put the jobs on piece rates.

Recently, business has been increasing, and a backlog of work is piling up. A month ago top management asked you to increase output by 10 per cent. You gave the supervisors a pep talk, and they were able to get the desired increase. Last week top management came to you and again asked for another increase of 10 per cent in output. You asked for more workers, but you were told that the push is just temporary.

This morning you called together your assistants and told them the situation and asked them if they would get another increase in output of 10 per cent. They refused.

1. What might be some of the reasons for their refusal?
2. To what extent are they justified?
3. Are supervisors ever justified in holding back production in order to have a cushion or factor of safety for taking care of temporary load increases?
4. Should you go directly to the men on the job in order to get the second increase in output? Justify your answer.
5. How could the situation have been avoided?
6. How should you handle the situation?
7. How can you prevent it from recurring?

CASE 13

You are the supervisor of a section assembling and adjusting radio transmitters. A backlog of orders is piling up, and production is falling off.

You ask some of the operators about the cause of the slowdown. They admit that there is a slowdown for the purpose of forcing the company to grant overtime work. They insist that they don't like it any more than you do but that they have to go along or suffer reprisals from the ringleaders. They refuse to tell who the ringleaders are. Later you go back to these workers with whom you discussed the slowdown and tell them that you plan to establish standards of performance, inform the workers what they are, and then enforce them. They believe that this might be all that would be required to put an end to the slowdown.

1. What are some of the reasons why the existence of definite standards of work performance will discourage slowdowns?
2. How does the nonexistence of standards of work performance make it more difficult to investigate slowdowns?
3. How would you go about establishing standards of work performance in relation to assembly work?
4. What are some of the obstacles you would have to overcome?
5. How would you overcome them?
6. How would you go about establishing standards of work performance to apply to testing or adjusting work?
7. How are you going to enforce standards of work performance in this case?

PRINCIPLES

Standards and the Supervisor

When a man buys a 60-watt bulb, he knows not only that it will fit into the socket in his light fixture and operate on the voltage supplied to his house but that it will give a certain very definite amount of illumination. Standards are the factor that make possible this certainty. Standards may be considered as the specifications against which things are measured for the use to which they are to be put.

The supervisor finds that practically every nonhuman element in his job is regulated for him by standards. The materials he works with must meet certain specifications in order to be processed in the ordinary manner. The equipment must have the capacity and accu-

racy to do the job that has to be done. The work turned out by his department has to meet specifications for the use to which it is to be put.

Standards of quality are usually set up by the engineering department. The inspection department has these specifications for a measuring stick in determining what is acceptable, whether it be raw materials coming into the plant or work that is moving through or out of a department. The maintenance department has the job of keeping up the quality of the equipment.

Labor then stands out as a variable factor in production. Labor is not a commodity, but the company is entitled to a satisfactory day's work in return for a satisfactory day's pay. And a satisfactory job performance from labor becomes increasingly important with the increase in investment per worker. When industry invests in better and better equipment to make possible increased output and a lower unit cost of the product, the worker who operates that equipment becomes more important, because the amount of his output determines the return on this heavy investment. The more money there is invested in the materials and equipment used by one man, the more reason for wanting to know whether he is putting them to good use—that is, for having standards to measure how much he does and how well he does it. Since the competitor can get this same expensive equipment, the biggest variable between competitors may be the difference in their workers' output on these machines. Success or failure of a company depends to a large extent upon the efficiency of the human element.

The supervisor, as the manager of his section, has the responsibility of using effectively the men, materials, and equipment supplied to him, and, of the three factors, the performance of men is the most difficult, and the most necessary, one to measure. It is up to the supervisor to see that he is receiving a satisfactory day's work from each man in his section. In order to find out whether he is getting it, he must have standards of work performance against which to measure the quantity and quality of their output.

Standards and the Time-Study Department

Some parts of this standard-setting job are done by the time-study department. Most repetitive jobs can be time-studied to determine the number of units a qualified operator can turn out in a unit of time, and this investigation by the time-study department may be

made the basis of piece rates. The quality and quantity of a worker's output is then measured by the inspection department in terms of the number of acceptable pieces.

On jobs handled in this way, the supervisor knows the number of pieces that should be turned out in a unit of time and the quality standard for these pieces; he has the standards of work performance. That is, he knows exactly the quality and quantity necessary for satisfactory performance, and it is easy for him to determine how his men stand in relation to these standards. The supervisor can also use these work standards for estimating the number of man-hours needed to do a job so that he can be more accurate in making up his labor budget and in planning part of the work of his unit.

But there are jobs in the department that cannot be measured with a stop watch, and these are the ones on which it is up to the supervisor to determine what constitutes satisfactory performance in quantity and quality of output. Here he must find out what is done (or perhaps what tasks the worker should be doing), how much of it should be done, and how well it should be done.

Determining the Job Content

When a supervisor starts analyzing a job from the standpoint of the tasks it consists of and just exactly what the worker is doing or is supposed to be doing, he may find the job is not very well set up, that the tasks are not very well fitted together, that the workplace is poorly arranged, and that there are delays and inefficiencies that could be corrected. He will see that it would not be a good idea to set a standard for that job now and improve the job later, because any standard he set now would have to be changed and raised when methods improvement had made possible greater output. If investigation of a job shows that a methods-improvement program is needed, the job should be improved before a standard is set.

While the supervisor is still looking over the job from the standpoint of what it consists of, he should consult the job description. At this point he may wonder why he has to set up a standard at all, since the job is all written up in the job description. But if he tries to use a typical job description to evaluate performance, he will find that it describes what the man is to do, but not *how much*; what skills and abilities he should possess and what he should be able to do, but no means of measuring *how well* he is doing it.

But the job description makes a good starting spot, in that it furnishes information on job content and probably lists the tasks that go to make up the job. When the job is broken down into the different tasks of which it is composed, it becomes more easy to measure.

It is often profitable for the supervisor to consult the workers as to what it is they do or should be doing. When the supervisor investigates the *what* of a job, he should keep the purpose of the job in mind so as to list the tasks in the order of their importance, and he should describe the tasks in clear, simple, specific, and definite action words.

Determining the Quantity or the **How Much**

The supervisor has lined up the tasks that make up the job. Now he has to determine the *how much*—the quantity of work that will constitute satisfactory performance. Here he will have to consider both the needs of management and the capacities of competent, qualified employees. The standard he will set up should not be an ideal goal that can be attained only by an outstanding worker under conditions that are just right. The standard must be set at a mark that a qualified worker can reach and a superior worker can exceed. The preciseness with which output can be measured varies from number of pieces per hour, as determined by the time-study department on repetitive jobs, to the vagueness of work that is purely creative and in which the amount is anybody's guess. The great majority of jobs in industry are closer to the former than to the latter extreme. If the supervisor will take the trouble, he can measure fairly accurately most jobs on an hourly base and those done by indirect labor (labor that does not add something directly to the product—helpers, office workers, maintenance men, inspectors, etc.)

A supervisor usually has pretty definitely catalogued his workers into those who are lying down on the job and those who are conscientious. Now he has to study the jobs in order to get a concrete determination of what constitutes satisfactory output. In doing this, he has at his disposal a number of aids:

1. His own experience
2. Observing various operators and counting their output
3. Studying production records
4. Consulting with other supervisors
5. Getting information on work pace from the time-study department

As to his own experience, if he performed the job while a member of the rank and file, he has a very good idea of how much should be turned out. If he has supervised the job over a period of time, he has seen it performed by a number of workers and under varying conditions. The more performances he has studied, the better will be his judgment as to what amount constitutes satisfactory performance.

By actually observing various people now working on the job, he can count output and study the spread between the various workers. By studying production records, he can get an average output over a period of time.

By asking other supervisors what they expect for satisfactory performance on like jobs, he can evaluate his own ideas against theirs.

The time-study or standards department can supply valuable information about the amount of work and the pace of the qualified worker. The time-study men are always working with this problem; they have to have an accurate idea of what constitutes the normal pace of a qualified operator, in order to work out their time studies. They need to determine the difference in pace between the hourly paid employee and the worker on piece rates. They also need to know the difference between the worker they are observing and the average worker, in order to set the performance requirements to fit the average worker. With this background they can be of great assistance to the supervisor in determining what should be the pace of a qualified worker.

When a supervisor is setting up standards of quantity, he must remember that a precise figure is necessary only when work is on a piece-rate basis. It is not necessary and perhaps not economically desirable to achieve this accuracy on the hourly-rated jobs or jobs of indirect labor.

The supervisor must realize that he is not going to be breathing down his workers' necks and counting every piece they turn out. The standard must be set up in such terms that the workers can see for themselves what is expected of them and know whether they are producing at a satisfactory rate.

The supervisor will spot-check the output of each man at intervals; he will keep a closer check on the output of the beginner, the laggard, and the worker who seems to be slowing down, and he will have the standard to go by in investigating the *why* when the quality and quantity of a job are off.

Instead of setting up a standard of a specific number of units per hour, such as 15, a spread of from 13 to 17 might suffice; or the output might be expressed in terms of an eight-hour day by a spread of from 105 to 135 per day. Or it might be expressed in terms of units per week. There are advantages to expressing output in terms of a range. Work not on piece rates is usually not so closely controlled as that on piece rates; there are more interruptions, sizes may vary, and the difficulty may vary. The spread makes allowances for variations in output that are beyond the control of the worker.

The type of job under study will greatly influence the way the quantitative measure is expressed. Instead of expressing output in terms of pieces per hour or a range of pieces, it might be expressed in terms of deadlines—that is, work such as payrolls is to be completed by a certain deadline. Or output might be expressed in terms of getting the job done so that people will not have to wait or be held up: for example, supplying materials to machines or setting up machines. Another basis might be that the job is to be completed within a certain period of time after it is received: for example, all correspondence must be answered within one or two days of receipt. The same measure might go for different types of reports.

Normally, the greater the variety involved in the tasks, the larger should be the “bundle” for measuring: for instance, if a dictaphone operator transcribes cylinders for a number of dictators, the difficulty of the letters varies, the length of the letters varies, and the number of letters per cylinder varies; so it would take a week’s output to get a representative sample. Therefore, stating the number of cylinders to be transcribed per week is more desirable than stating the number to be done per day.

Standards of quantity must be expressed in terms that can be measured or spot-checked without too much difficulty. For example, the standard of 100 dictated words per minute for a stenographer to take in shorthand looks like a good one, but it is very difficult to measure. Measuring to that standard would require an embarrassing observation and the use of a stop watch on the dictator. A more practical standard would be that the stenographer must seldom, if ever, have to ask the dictator to slow up, stop, or repeat because she cannot keep up.

In measuring quantity, the supervisor must always bear in mind that he is looking for an attainable satisfactory performance on the

part of his work group. He does not want to be a snooper or to be measuring everything; he simply wants to know what is going on, so that people are not pulling the wool over his eyes. If the supervisor makes a fetish of counting output without taking other things into consideration, he will find his men dodging difficult jobs or refusing to use their judgment if it would take time away from production. The typist whose keystrokes are being counted with a cyclo-meter will retype a sheet rather than take the time to make a correction on it, and if she has been through that sort of thing before, she will not leave the discarded sheet in the wastebasket for the boss to find. She will also discover that tapping the space bar is restful and registers on the cyclometer the same as productive work.

In measuring the quantity of output, the supervisor has to set standards that encourage workers to give their best efforts in a way that is to the benefit of the company. A standard that emphasizes output at a sacrifice of judgment and co-operation is demoralizing.

Determining the Quality or the *How Well*

Work may be turned out in great quantity at the expense of quality; but, if it is not acceptable, it is a waste of manpower, materials, and equipment.

There are two ways of getting at the problem of determining satisfactory quality. The first is the positive way, by which the supervisor asks himself, "what is the purpose of this job? What is the end that it has to serve?" If a job fulfils its objective, the quality is necessarily satisfactory.

The other approach—and the easier one—is the negative approach: that is, uncovering the points wherein the job is unsatisfactory and asking why it is unsatisfactory. When a supervisor asks himself, "Why is this job being rejected?" or "Why am I rejecting this job?" he is measuring the quality aspects of the job.

It is necessary for the supervisor to relate quality and quantity in their proper balance in setting up measures of a job. Generally, the higher the quality requirements of any job, the lower the volume will be. Pieces that have to be machined to close tolerances cannot be turned out so fast as those machined to loose tolerances. This theory follows through in most work. Therefore, the foreman should not call for quality that is higher than necessary for the successful accomplishment of the job. Neither should he encourage workers to do

the job beyond the requirements called for. Some workers waste time doing a fine job when it is not necessary and performing operations beyond those that are called for. There is no need to put a fine finish on a piece of equipment that is going to be painted later.

In setting up standards of quality, the supervisor should be guided by the standards that are acceptable in the plant as a whole. If he is too meticulous or his standards are much higher than those of the other supervisors, he may be justly considered to be overexacting.

There are a number of bases upon which quality standards can be set up. They can be in terms of rejects by the inspection department. Or they may be set up in terms of the amount of waste—for example, an amateur painter painting a ceiling might do an excellent job but get more paint on the surrounding areas than on the ceiling. Another basis is that of reworks. This may be not only in terms of what the worker himself has to do over again but also in terms of the amount of extra work it causes somebody else in subsequent operations: boxes piled up backward have to be turned around by someone in order to be identified. Quality may be set up in terms of errors—that is, three mistakes in a hundred. Another basis will be in terms of a worker's doing a job safely in relation to himself and others. For example: in stacking materials, a job is not satisfactory if a man does not lift properly or if the articles are piled in a manner that would allow them to fall over and injure someone or damage equipment. Quality of work should include the proper use of machines and tools.

It is necessary that the supervisor tie in the quality standards to the quantity standards and give each its proper importance when setting up performance standards and when explaining them to the workers.

Introducing Standards of Work Performance

The detail into which the supervisor goes in writing up a standard will vary with the importance of the tasks and the number of men performing them. New standards should be introduced to the workers as temporary ones until they have been tried out. Standards should not be the result of bargaining or compromise, even though the workers may have aided the supervisor in setting them up. Wage rates may be based on bargaining or compromise, but standards of work performance need a firmer foundation and should be

based on facts and tests. After standards have been tried out and found to be satisfactory, they should be put on a permanent basis and not changed unless there is a substantial change in the job content. A standard to be worth while must be considered as a measure that will not vary.

When the supervisor introduces standards of work performance, he should discuss them in detail with the employees involved so that they will know exactly what is expected of them. This is especially necessary in the case of the new employees, but often the old-timers are almost as ignorant of what is expected of them.

Explaining standards of work performance can be a morale-builder. If the worker knows the standards, he can measure his performance against them and can know where he stands. He will realize that the important item is work—not just pleasing the boss. When the worker knows that his output is being checked against standards, he knows that success on the job depends on himself and not on factors beyond his control. He cannot claim that his performance is being evaluated according to how the boss feels that day or what side of the bed he got out of. Nor can the worker claim that he is being overloaded or discriminated against and that other fellows are getting away with murder.

After the supervisor has explained the standards of performance, he must not let too much time elapse before he discusses with the workers how their output measures up to the standards. They must realize that the standard is a measure that is going to be used—not just hung up like a flag.

Checking Performance against Standards

In checking output, the supervisor has to avoid snooping or breathing down his workers' necks. He has always observed jobs to see how they were going; now he has something to measure them by.

Some jobs, owing to their nature or importance, will require more inspection than other jobs. Some men will require closer checking than other men. New employees need to be checked often, to see that they understand what the standards are and how to turn out satisfactory work. Employees who are on a temporary basis before being made permanent also need to be checked carefully. Then there is the laggard who needs frequent checking. The average conscientious em-

ployee who understands the standards will try to live up to them and does not need to be checked frequently. However, it is necessary to check the work of every employee to start with and then to do it periodically—not with the idea of trying to get more work out of everybody, but with the idea of determining the relative value of each man's work performance. This measuring is done by spot-checking when things are going normally. But when there are slowdowns and complaints about getting an unequal share of the work, when certain workers appear to be goldbricking, or when production as a whole is falling off, the supervisor keeps a close measure of the output on all the jobs involved.

Getting Results from Standards of Work Performance

Standards of work performance determine in concrete terms what constitutes the satisfactory performance of a job. When actual performance is not up to the standard, this is the signal for the supervisor to investigate immediately to find out the cause. It may be due to the material. If material is of the wrong kind or the supply is inadequate, the supervisor can take immediate steps to correct the situation. Investigation may show that there is something wrong with the equipment, and he can have it repaired at once before it is the cause of any more difficulty. Or the investigation may show that there is something wrong with the worker. Observing his unsatisfactory performance may disclose a specific need for further training, the fact that he is not fitted for the job and should be transferred, or that he has a gripe and needs to get it settled before he can get back to normal production.

If there is a deliberate slowdown in a section, the supervisor who has established standards of performance can put his finger on the sore spot and identify the ringleaders much more quickly than the supervisor who has never established such standards. A supervisor armed with published standards of performance is in a better position to combat slowdowns than the supervisor who has only his own ideas of what production ought to be and must match his word against the word of the workers.

The supervisor with standards of work performance can do a much better job of planning the work of his section; he is in a position to answer more accurately the questions: When? Where? Who? Standards of work performance help him in estimating the number of man-

hours he needs for future jobs. They permit him to balance the load better among his workers and to avoid overloading the more willing workers. The supervisor who measures work against a standard is not likely to be charged with favoritism, inconsistency, or arbitrary action.

Measuring actual performance against a standard enables the supervisor to uncover and award outstanding performance. At the other end of the scale it enables him to prove that some performances are unsatisfactory and gives him a basis on which to take action. For the average qualified worker, the performance standards are a means of letting him know what is expected of him and how well he is doing it.

Standardization of performance can be expected to pay off in better morale, increased production, improved quality, less waste, and fewer slowdowns and breakdowns.

Measuring quantity and quality of output is not the complete job of evaluating an employee. A piece-rate worker may be making or surpassing the rate and still not be a desirable employee. He may spit on the floor, quarrel with his fellow-workers, stir up suspicion and resentment against the supervisor or the company, engage in unsafe practices, and, in general, cause more trouble than he is worth. In an over-all evaluation, such behavior would outweigh his work performance.

The same holds true of hourly-paid workers; their output may be up to the standard set by the supervisor, or even above it, but their behavior may be such that they are undesirable members of the team. Those factors, other than output, which must be taken into account will be considered in the next chapter on the over-all evaluation of the employee.

CONFERENCE TOPIC

ESTABLISHING STANDARDS OF WORK PERFORMANCE

FOLLOWING UP ON THE JOB

Determining Quantity Standards or the **How Much**

1. Are the standards attainable by the average qualified worker?
2. Is there sufficient spread between the quantity standards for day work and work on incentive?

3. Are the ranges of output too wide? Too narrow?
4. Can a more practical measure of quantity be devised than the one now in use?

Determining Quality Standards or the **How Well**

1. Can you explain clearly and in detail the purpose of every job in your unit?
2. When you reject a job, what are the reasons? On what are these reasons based?
3. Are your quality standards higher than necessary?
4. Are your quality standards lower or higher than those of other supervisors? Why?

Introducing Standards of Work Performance

1. Do you check each job for possible methods improvement before you determine standards?
2. Do you set up standards on a temporary basis, in order to try them out?
3. Do you discuss the standards in detail with your workers?
4. Do all your workers understand what is required for satisfactory performance in terms of quality and quantity?

Using Standards of Work Performance

1. Do you check actual performance of your workers against the standards of work performance too often? Not often enough?
2. Do you investigate below-standard performance promptly, in order to get at the cause?
3. Do you take steps to see that outstanding performance is rewarded?
4. Do you use the standards in planning the work of your unit?

10. EVALUATING EMPLOYEES

CASE STUDIES

MOST companies have some kind of a plan for the periodic evaluation of their employees. These various plans may be called "merit rating," "employee appraisal," "employee progress reports," "employee evaluation," or some similar name. They are designed to show the value of each employee to the company. Often the ratings are used as the basis of raises, promotions, demotions, and layoffs. The ratings show the employee where he stands, and they can be a means of correcting defects and improving attitudes.

Often the supervisor looks upon employee evaluation as a chore to be put off until the last minute and then rushed through and forgotten until the end of the next rating period. Such neglect is an injustice to the worker and often creates morale problems. The supervisor who fails to do a good job of studying and rating his subordinates is depriving them and himself of the benefits of the system. A supervisor should utilize employee ratings as an opportunity to have a careful discussion with each man, showing him his strong and his weak points, encouraging him, and improving his attitudes.

The analysis and discussion of these cases will bring to the supervisor a better understanding of pitfalls in employee evaluation and how to avoid them. The cases will show how employee evaluation can be used as an important tool in uncovering employee problems and creating better attitudes.

CASE 1

One of your employees keeps asking you for a raise in pay in spite

of the fact that his work is inferior in both quality and quantity. When you inform him of his low rating, he tells you that he is discouraged and that his work would improve if he had a raise.

1. Should you try to get him the raise?
2. What effect would your action have on the more conscientious members of the group?
3. On what factors should raises in pay be based?
4. How should you handle this situation?

CASE 2

You recently rated the employees in your group according to the company's employee-evaluation plan. You find that John Brown, one of your machine operators, turns out more than a satisfactory quantity and quality of work, but that is about all you can say for him. You have noticed that he has as little as possible to do with the other workers—seems to consider himself better than they are. He shows no initiative on the job—never goes ahead with anything on his own—and takes as much time off as he can get away with. You know that he is taking some kind of college courses at night.

You call in Brown and start going over his evaluation with him. You tell him that the quality and quantity of his work are high but that his value as an employee is lowered by his tardiness and absentee record and by his attitude toward his fellow-workers. During the interview, he tells you that he is studying management courses at night and that in three years he will graduate; then he is going to quit and get a good job somewhere.

You know that the company is always looking for good men and that there are many opportunities within it for advancement.

1. What might be some of the reasons for Brown's attitude toward his fellow-workers?
2. What might be some of the reasons for his lack of initiative?
3. What might be some of his reasons for his taking time off?
4. How would you straighten him out in relation to each of the above?
5. How would you go about getting Brown to change his attitude?

CASE 3

You have just finished rating John Jones, and the quality and quantity of his work for this period are far below that shown on his pre-

vious ratings. When his work fell off suddenly several months ago, you asked him the reason, and you have talked to him about it several times since then. The only information you could get from him was that he was having trouble at home and that, as soon as it cleared up, he would be his old self again.

Now, when you discuss his rating with him and show him his previous ratings, he tells you that his wife left him several months ago and that he has been taking care of the three children. He says that as soon as school reopens in the fall, he will not be worrying about having the children running loose all day, and he will be able to concentrate on his job.

1. Should you accept this as an excuse? Justify your answer.
2. If other workers notice that you are tolerating Jones's low production, should you tell them the reason why?
3. What are Jones's obligations to the company?
4. What are the company's obligations to Jones?
5. What should you say to Jones?

CASE 4

You have been reviewing the employee evaluations you made of Joe Doe over the last five years, and you find that they are better than average. In the present rating, he is poor in all categories. You have observed that something is wrong with him, but you have no idea what it could be.

Now when you start to talk to him about the ratings, he tells you that he is washed up as far as the company is concerned. You ask him why, and he tells you that six months ago Harry White was promoted instead of him to be one of your assistants. He states that he thought that he was being groomed for the job and that he is sorely disappointed.

This comes as quite a surprise to you, because you never thought of him as having enough ability to do supervisory work. It is true that he did minor jobs for you, but they were of the office-boy type.

Even though his past ratings were better than good, there is no indication that he could handle a crew of men. Most of the men in the group are older and more experienced than he is.

1. How does Joe Doe see the facts?
2. How do you see the facts?
3. How are you going to change Doe's attitude?

CASE 5

You have heard numerous reports that Jack Black has been running the company down and telling the group that the place is a sweatshop. He is always going around with a chip on his shoulder. Whenever you have asked him about this attitude, he has retorted with such remarks as "My production is up," or "The company is getting its money's worth out of me."

You now show him his evaluation sheet, on which you have rated him low in attitude and co-operativeness. He says that this is OK with him and then starts to tell you that management is not entitled to anything but quality and quantity of output, and all the rest of it is a lot of bunk; its only purpose is to get the workers to bow down and salve management's ego. He asks you to prove otherwise. He says that a fellow might have a good attitude, be co-operative and dependable, and show initiative, but if his production is not up, he gets fired.

1. Is the company entitled to anything in addition to production from its employees? Why? Or why not?
2. What arguments would you use to prove to Black that he is wrong?
3. What would be the results of a spreading of Black's attitude?
4. How would you go about changing his attitude?
5. What would you do if you were unsuccessful in changing his attitude?

CASE 6

Recently you were appointed to be the supervisor of a section new to you. One of your workers has been taking things quite easy. You have spoken to him on several occasions about his low production, and he was quite surly about it and then went around among the workers and did a lot of talking. You found out that this talking was campaigning and that he is running for a minor office in the union.

You tell him now that if he does not get his production up quickly, you are going to give him bottom ratings on everything the next time you make out the employee-evaluation sheets. He says to you, "That is just what I'm waiting for."

You then look up his ratings and find that for the last five years he has been rated "superior" by the supervisor whose place you have taken. You also see that practically everyone in the section has gotten very high ratings from the old supervisor.

1. What is indicated by the statement: "That is just what I'm waiting for?"

2. What might happen if you give him a bottom rating in everything?
3. How should you handle the situation?

CASE 7

It has been the policy of the company to tie raises, promotions, and layoffs closely to the ratings that employees receive on their employee-evaluation sheets. Therefore, the employees are anxious to receive high ratings.

Bill Brown, one of your fellow-supervisors in the department, has the reputation of passing out high ratings. As a result, employees are anxious to work for him and ask to be transferred into his section. Thus he has the opportunity of getting better-than-average workers.

You and the other supervisors feel that he is not playing square.

1. How should the situation be corrected?
2. How could it have been prevented from occurring?

CASE 8

You are the supervisor of a section and have just finished rating Bill Gray, a relatively new employee. You find that the quality and quantity of his work are satisfactory, but you haven't much information about his co-operativeness, attitude, and initiative. He has not been on the job long enough for you to gather concrete evidence. He has safe work habits.

You go over his rating with him, and he tells you that he wants to build up a high rating on co-operativeness, attitude, and initiative. He asks you to tell him in simple terms what they are, how you measure them, and how he can develop them. He also wants to know what promotions are based on.

1. How would you define co-operativeness? Attitude? Initiative?
2. How do you measure the degree of these characteristics accurately?
3. How should Bill Gray go about developing these characteristics?
4. What factors are promotions based upon in the company?

CASE 9

You have under your jurisdiction a roving inspector named Joe Smith. He is a member of a minority group. You have rated him

below par in everything because you were not able to get enough evidence to rate him differently.

You call him in to go over his rating with him. You show it to him and tell him that this is the way you see him. He immediately goes on the defensive, saying that the rating is unfair and that he is getting a raw deal and is going to protest to top management. He states that on his job production can't be measured closely; as far as initiative, co-operation, and attitude are concerned, he can't get very far in any of these because he is a member of a minority race and everyone in the department is against him.

There is some truth to his accusations, but the situation is not nearly so bad as he paints it.

How are you going to handle this one?

CASE 10

You have under your jurisdiction several supervisors who, as part of their jobs, have to rate their workers periodically. In most cases the supervisors have been careless about it. They claim that when jobs are easy to get, workers are independent and don't have to care what kind of ratings they get; then, when work gets scarce, men try to hang onto their jobs and don't need the stimulation of an employee-evaluation program.

1. Evaluate the argument of these supervisors.
2. What are some of the advantages of an employee-evaluation program?
3. What steps should you take to see that your assistants do a better job when evaluating their workers?

CASE 11

You have under your jurisdiction several supervisors. It is part of their job to discuss periodically with their workers the employee-evaluation sheet. Most of these supervisors dislike this task. They put it off until the last minute and then get it over with as fast as possible.

1. What are some of the reasons for this attitude?
2. What are some of the advantages of discussing ratings with employees?
3. What are some of the important things for the supervisor to consider during such discussions?

CASE 12

During a recent meeting you had with your assistants, the discussion turned to employee evaluation. Your assistants want to know how valuable the employee-rating sheets are in selecting men for supervisory jobs. They want to know what weight should be given to the different factors in considering a man for advancement to a supervisory job. They also want to know how men should be selected for layoffs.

1. What factors on the employee-rating sheet are important indications of supervisory ability? Why?
2. What is their relative importance?
3. What other characteristics are necessary to being a successful supervisor?
4. In considering men for a layoff, what is the relative importance of the factors on the employee-evaluation sheets?
5. In the matter of layoff, should other factors be considered? What? Why?

CASE 13

It is part of your supervisory job to review the employee-evaluation sheets that your assistants make out on their workers. You have noticed that one of your assistants—the supervisor of a group of machine operators—always rates the great majority of his workers low on all factors. You ask him the reason, and he tells you that, as soon as you tell a worker he is good, he will lie down on the job.

1. Evaluate this argument.
2. What might be the reasons for this point of view?
3. Wherein is the supervisor unjust to his men?
4. Wherein is he handicapping himself?
5. How are you going to sell this assistant on the desirability of rating his men correctly?

CASE 14

For a long period, the company was behind in its orders, and the labor market was tight. Since workers were hard to get, you and the other supervisors had a tendency to overrate your employees on the evaluation sheets; and, in discussing the ratings with them, you emphasized their good points in order to keep them happy. As a result, practically every employee is rated "superior."

Now business is falling off, and it is necessary for a number of employees to be demoted or laid off. Top management tells all the supervisors to use their employee-evaluation sheets as the basis for such actions and to discuss these ratings with the employees when they are being demoted or laid off.

1. How should the supervisors handle the situation?
2. What should they say to the workers?
3. What are some of the cautions to be considered in evaluating employees?

CASE 15

You are the head of a drafting department of an automobile manufacturing company. You have been with the company for twenty-five years and have under you two assistant supervisors—John Black and Bill White. Black has been with the company twenty years, and White has been with the company six years. Black has always been dependable, co-operative, and loyal, but he lacks initiative and he is slowing down on account of his age. White is a younger man, has initiative, is dependable, and grasps problems quickly.

Several months ago the company installed an employee-evaluation plan in which employee ratings are based on loyalty, initiative, ability to work under pressure, co-operation, dependability, and quality and quantity of work. These ratings are now the basis for raises, promotions, demotions, and layoffs.

You rated both men carefully, with the result that White—the younger man—got a better rating than Black. Then you discussed each man's rating with him. Black was satisfied with his rating.

A short while ago, business fell off, and a reduction in force was put into effect. A number of people were laid off, while others were demoted. Under the employee-evaluation plan, it was necessary for you to reduce Black from the status of a supervisor to that of a draftsman. Everyone in the department, including White, feels that an injustice has been done.

1. What might be some of the reasons for this feeling?
2. Should the employee evaluation be used as the sole basis of raises? Demotions? Layoffs?
3. Should other factors be taken into consideration in relation to raises? Demotions? Layoffs? If so, what should they be?
4. How can the employee-evaluation or merit-rating system now used in the company be made more effective?

PRINCIPLES

"Where do I stand?" "How do I rate?" are questions that people are always asking of themselves. Everyone in the organization worries about it, particularly the worker. He wants to know what his chances are of getting ahead, of getting a raise, and of being retained in case of a layoff. This is especially true of the better workers—the ones that management wants to develop.

The supervisor has the responsibility for evaluating his men in terms of who should be rewarded for outstanding performance, who should be promoted, who should be trained for advanced jobs, who should be retained in case of a layoff, who needs more training, who is not fitted for the job, and who should be transferred.

When the supervisor has measured the quality and quantity of output of his workers against a standard of work performance, he has accurate, objective evidence on which to base a rating of his men on those two factors. But there are other factors to be considered in a decision as to whether a man should be promoted or prepared for promotion. What about his initiative? His attitude? His dependability? Does he co-operate with his boss and his fellow-workers? Does he show up for work every day? Does he get along well with other people, or is he a sorehead? Does he have what it takes to handle a job on a higher level? How does he compare with other men in the department on these factors? How does he compare with men in other departments who would be considered as prospects for this better job?

Since raises, promotions, layoffs, and transfers involve comparisons between men on a company-wide basis rather than just within a department, there is a need for a company-wide system to provide a uniform standard for evaluating employees. Most organizations have some such system, and, whether it is called "employee evaluation" or "merit rating," its purpose is to provide for the careful measuring of each employee to determine his value to the company.

But in many places merit rating has a poor reputation and this is due in most cases to no fault of the principles and objectives that underlie it, but to the way it is handled. The system is set up by the personnel department, but its functioning depends upon the line organization—the supervisors who do the actual rating of their men and who are the only ones who can do it because it requires daily contact to judge performance and behavior.

It is up to the supervisor to make the system work. It will not work if he spends only fifteen minutes on it every six months, running down the list, making check marks based on snap judgments, just to get the report turned in to the personnel department on time. Such reports are not evaluations and are scarcely worth the paper or the fifteen minutes. To use them as a basis for giving out raises, promoting people, or laying them off is an injustice.

The purpose of this chapter is to show:

1. The need for employee evaluation
2. How to evaluate employees
3. How to increase the effectiveness of the unit through employee evaluation
4. How to improve workers' attitudes through employee evaluation

The Need for Employee Evaluation

Employee evaluation, properly administered, is a useful tool of management in implementing its policies relating to the handling of men. It provides a uniform basis on which to make decisions and thus reduces the possibilities of favoritism and discrimination. It encourages the workers to develop and become more valuable because they have assurance that their value will be considered in decisions concerning them. Employees who are conscious that their work is being studied and rated will ordinarily do a better job. Employee evaluation is a means by which the supervisor can, without being accused of favoritism, get rewards for those of his men who deserve them. And, if it becomes necessary for him to discharge, demote, or lay off a man, it provides the evidence to support his action so that he will not be accused of being unfair.

Some of the uses of employee evaluation are:

1. It serves as a basis for showing the employee where he stands.
2. It becomes a means of determining who should be promoted, transferred, demoted, or separated from the organization.
3. It exposes the need for additional training.
4. It points out the people who should be developed for better jobs.
5. It points out outstanding performance for recognition and reward.
6. When it is discussed properly with the employee, it opens up a whole new avenue of co-operation and understanding between the supervisor and his workers.

How to Rate Accurately

Since there are such advantages to be gained from employee evaluation, the system should be strengthened and utilized to the fullest extent. And, since the operation of the system depends largely upon the men who do the rating, it is up to the supervisor to examine his performance as a rater and take any necessary steps to improve it.

First of all, he must know *what* he is rating. The list of factors on which each man is to be rated may look something like this:

Quality of work	Co-operativeness
Quantity of work	Initiative
Attitude	Safety record
Dependability	Promotability

How about "dependability" for instance? Does that mean that a fellow shows up every day to work and gets there on time and in good condition? Or does it mean that he can be trusted to carry the money to the bank? Or does it mean that the supervisor can give him a job to do and be sure that it will be done properly and on time? It probably refers to attendance, but it should be defined in a way to make clear its exact meaning. Otherwise, under "dependability," one supervisor will be rating his men on attendance and punctuality, another will be rating his men on whether he can trust them with his wallet or his car or his daughter, and the third will be rating his men on the quality of their work performance.

Next, the supervisor must understand what is meant by the degrees of each of these factors. These degrees (such as excellent, superior, average, fair, or poor) constitute the measuring stick, and it is essential that all raters use the same stick. What is "excellent" to one rater should not be "superior" to another rater, and what is "fair" to one rater should not be "poor" to another. Both the meaning of the factors and the meaning of the degrees should be so carefully defined and agreed upon that there is a minimum of difference in their interpretation.

The supervisor must base his rating on evidence that is as objective as possible and that was gathered over the whole rating period. To do this, he must observe his workers in a systematic manner; he cannot rely on impressions, nor should he base his judgments on a few outstanding successes or failures. Daily observations over the entire rating period give the whole picture and put any "off-day" difficulties or unusual performances into their true perspective.

Now the rater is ready to start evaluating his men on the factors that measure their value to the company. If he has already set up standards of work performance and has measured by them the quality and quantity of the output of his men, he has concrete evidence on which to rate these two factors. He knows pretty well how to rate his highest producers and his lowest producers, but he may be uncertain of the men in between. So he should take another sheet of paper and on it rank his men in the order of highest to lowest according to the information he has gathered from checking and observing their performance. This way of matching man against man makes possible a more accurate dividing line between performances that are "fair" and those that are "average" and between those that are "average" and those that are "superior."

In rating workers on the other factors, the supervisor will find that he can do a more accurate job there also if he will consider a single factor at a time and rate all the workers on that factor. For example, in rating on initiative, he can easily pick out his better men and his poorer men, but he will have more difficulty in ranking the middle group. But by matching man against man in terms of his evidence, he can do a better job than if he takes a single man and tries to go down his sheet and rate him alone in relation to all the factors.

The rater must be careful to keep the rating of his men in line with the established definition of the degrees of each factor. Some supervisors have a tendency to rate their groups as a whole too high, while others have a tendency to rate their workers too low. Each supervisor should stay close to the accepted or agreed-upon definitions of what constitutes exceptional, superior, average, fair, and poor in relation to each factor. Some supervisors will have out-of-the-ordinary groups, but they should be able to produce evidence to prove it.

Some supervisors who have not gathered enough evidence to go on in evaluating some of the factors, rate the ones about which they are in doubt as "average," which is an injustice. Other supervisors make a worse mistake in handling factors on which they have too little evidence; they rate them on the same level as some other factor that they do know about. For example, a supervisor has evidence that justifies giving the worker a "poor" rating on quantity and quality, but he has not become well enough acquainted with the worker to know his attitude. He just assumes that the attitude must be "poor" also, and he rates it that way.

Supervisors must not let their ratings be influenced by conscious or unconscious prejudice against race, nationality, or religion or by partiality to friends, relatives, and lodge brothers. When a supervisor is rating his workers, he must guard against softness—a tendency to be good to everybody; spinelessness—an unwillingness to take the risk of unfavorable decisions; and hurry—failure to take the time to do a good job.

Getting Results from Employee Evaluation

After the employee is evaluated, the job is not finished. Rather, it has just begun for the supervisor who wants to use this powerful tool of job management for improving the performance of his unit.

With regard to the new employee—the man who is not yet permanent—this is the time to separate him from the unit if his performance is unsatisfactory or his behavior undesirable. Many a misfit, unsatisfactory or disgruntled employee is the result of the supervisor's failure to take decisive action at this time.

The trial work period is the most reliable test for determining whether the worker is going to become a desirable employee. It is superior to any of the techniques of selection developed thus far. If the trial period is long enough, the new employee will show his true colors during it. If he is undependable, has a tendency toward tardiness, absenteeism, drunkenness, or troublemaking, the symptoms will show up. If he fails to make satisfactory progress toward proficiency in the work, he is probably not suited to it and never will become a good producer. Therefore, the new employee should be evaluated most carefully during his trial period so that the supervisor will have reliable evidence upon which to base an important decision: whether the new man should be made a permanent member of the team.

Employee evaluation is a valuable means of studying old workers as well as new ones. It points out those workers who should be developed for better jobs, those who should be given more training for their present jobs, and those who seem to be poorly fitted for their jobs. Potential managerial ability and unsuspected talent can often be discovered in discussing with a worker the rating that he has been given. A worker who is outstanding can be assured that his accomplishments are recognized, can be encouraged to continue

them, and can be shown ways to develop himself so as to be ready to take advantage of opportunities that will arise.

A valuable part of employee evaluation is the bringing to light of a worker's strong points and his weak points. The supervisor should let each worker know what these points are. This is a very important part of the supervisor's job—letting the employee know where he stands. The reason many supervisors shirk this responsibility is that they have too little factual evidence to support their appraisals. But a supervisor is well armed for a conference with a worker when he has measured the man's work performance against standards and, with every effort to avoid errors in judgment, has rated that man upon evidence that is as objective as possible.

In going over the rating with an employee, the supervisor should try to help the worker to see his own weak points. Some workers will admit them, some will try to justify themselves, some will be upset. But, after they have had a chance to think it over, most workers are willing to admit that there is room for improvement. More than one interview may be necessary to discover the causes of the weak points and possible ways to remedy them. More training may be the solution; or perhaps the worker's difficulty is a personal problem that the supervisor can help him to solve.

Improving Attitudes

An evaluation interview gives the supervisor an opportunity to learn a great deal about the employee's attitudes and to improve those attitudes or create better ones. Some companies consider this a most important part of the evaluation, because improving a man's attitude increases his will to work.

A man's production may be low, not because of lack of training, but because of his attitude. The supervisor can find out what is wrong if he can get the man to express himself freely and without fear of reprisal. To do this, the supervisor must instil in the man a feeling of confidence and a belief that something worth while—something constructive—will result from the interview. The interview should be handled in a way that will show that the problem is important to both of them and that they are working together to find a solution for it.

The supervisor, when the employee begins to give excuses or the why's for low production or poor behavior, should allow the worker

opportunity for expression. He should not shut the worker off or start arguing with him but should listen for the purpose of getting at the underlying causes. If he can reach them, and both he and the worker agree that such are the causes, then there is a chance to solve the problems. Some of the causes might have their origins outside the plant. Perhaps the supervisor can show their influence on the worker's chances on the job and get the worker to find solutions. On the other hand, many poor attitudes can be traced to relationships within the plant. The handling of these will be considered in detail in Parts III and IV of the book. The interview might reveal misunderstandings existing between the supervisor and the worker, or difficulties with fellow-workers, or poor working conditions. The supervisor should try to remove such obstacles to good attitudes and high production.

Good attitudes have their origin in the *we* spirit—the spirit of being *with* rather than *against*. The supervisor can do much to increase the *we* spirit by getting his men to work *with* him instead of *for* him. He can do this by showing his men that the work of the department is a joint or team effort. Men must see that what they are doing is important, that they are recognized, that their work is appreciated, that they have a chance to get ahead, and that they have security and are getting a square deal.

CONFERENCE TOPIC

EVALUATING THE EMPLOYEE

FOLLOWING UP ON THE JOB

Evaluating Employees

1. Do you and the other supervisors agree about the meanings of "initiative," "co-operativeness," "dependability," and such other characteristics on which you rate employees?
2. Do you and the other supervisors agree about the meanings of the degrees with which you measure—such terms as "poor," "fair," "good," "superior," and "excellent"?
3. Do you gather information about every employee, in relation to all the factors, throughout the whole period covered by the rating?
4. Do you allow outstanding happenings to have undue influence on your ratings?

5. Do you rate your group as a whole too high? Too low?
6. Do you allow a worker's rating on one factor to influence you when you are rating him on other factors?
7. Do you rate as "average" those factors you do not have much evidence about?
8. Do you always take one factor at a time and rate all your employees, one against the other, in relation to it?
9. Do you allow prejudices to influence you when you are rating your workers?

Using Employee Evaluations

1. Do you base your recommendations for raises, promotions, layoffs, etc., upon your ratings?
2. Do you use extra care in rating temporary employees to determine whether or not they should be made permanent?
3. Do you terminate undesirable temporary employees? Or do you hope that they will improve after they have become permanent?
4. Do you make it a point to develop those employees whose ratings indicate that they have good possibilities?
5. Do you provide additional training for those employees found to be in need of it?

Improving Attitudes

1. Does every employee know what is meant by each of the factors he is rated on?
2. Does each employee know exactly where he stands?
3. Do you discuss with each employee his strong and weak points? Do you point out to him ways to improve the weak points?
4. When discussing ratings with employees, do you try to uncover attitudes and the reasons for them?
5. Do you listen as well as talk when discussing ratings with employees?
6. Do you analyze attitudes and devise ways of improving poor ones?
7. Do you follow up to see if attitudes improve or change?

SUMMARY OF PART II

UTILIZING THE TECHNIQUES OF JOB MANAGEMENT

In order to fulfil his responsibilities of job management, every supervisor must engage in planning, methods improvement, setting up

standards of work performance, and evaluating his employees. These activities are interrelated. The supervisor moves from one to the other and is continually refining his technique of job management.

Planning is arranging in advance the work of the unit so that deadlines will be met. The supervisor plans in terms of What? Why? When? Where? Who? and How? As he answers these questions, he is providing for the routing, scheduling, dispatching, and follow-up of work through his unit. Not only is it necessary for him to plan the work of his unit, but it is also necessary for him to plan the distribution of his own time. He must analyze the way he spends his time so that he can give more of it to supervisory activities and less of it to routine jobs: these he delegates to subordinates.

Planning is not the whole job. The supervisor must be continually looking for better ways of doing things. Many of these will be suggested as he plans the work of his unit. But, in order to get the full benefit of methods improvement, it is necessary for him to attack the problem systematically. The technique for doing this is supplied by process analysis and operation analysis, together with their respective check lists. Using this technique, the supervisor does not flounder around by trial and error but investigates each step in an orderly fashion and uncovers the possibilities of improving each one separately. Many good ideas come from workers. The good supervisor helps his men uncover ideas, develop ideas, and get ideas down on paper so that the employees can win recognition in the company's suggestion programs.

After the unit is running efficiently, greater control can be obtained by establishing standards of work performance. The supervisor needs to know how much and how well work must be done for satisfactory performance. This is accomplished by setting up standards of quantity and quality.

Since the supervisor's workers are his most important asset, it is necessary for him to evaluate them from time to time in order to determine who should be raised, promoted, transferred, or terminated. In order to do this justly, employee evaluations must be made carefully and based on as much objective evidence as possible. Employees want to know where they stand. When the supervisor discusses ratings with employees, he has the opportunity of getting better acquainted with them, aiding them with their problems, and—when necessary—improving their attitudes.

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PART III
DEVELOPING THE WORK TEAM



11. HUMAN RELATIONS

CASE STUDIES

NO MATTER how well the supervisor manages the mechanical aspects of his job, it is necessary to consider the human factor at all times; otherwise, plans that look good on paper will fail to work out in practice. The way the supervisor handles his human relations problems will determine his success or failure.

The supervisor must acquire the art of understanding people—both as individuals and as group members. He must know how to appeal to them in terms of their wants, so that they will put forth their best efforts. He must know how to uncover and remove the frictions between people, so that they can work effectively together as a team.

CASE 1

You are in charge of a punch-press section. The workers are on piece rates and making out quite well. You are very conscientious and want to get maximum production; you post the output of each man twice daily, so that everyone can see where he stands. You see to it that your workers are supplied with everything they need to keep going. As soon as production is halted on any press, you find out the cause and get things going again as soon as possible. You and your whole section are businesslike.

The section next to yours, doing similar punch-press work also on a piece-rate basis, appears to be run in a leisurely and careless manner. The foreman has no dignity and kids around with the operators.

His scrap is somewhat higher than yours, but his accident and absentee rates are substantially lower. At the end of the day he and his workers look fresh, while you and yours are exhausted. Finally, the production rate of his department is better than that of yours.

You would like to run your department like his, but you are afraid that you are not that type of person. You are reserved by nature and—try as you may—you have difficulty being one of the boys.

1. What might be some reasons why your group is fatigued?
2. What are some of the work tensions that increase fatigue?
3. How can they be reduced?
4. What might be some of the factors promoting favorable conditions in the other section?
5. Can a "reserved" foreman develop them?
6. To what extent should a foreman be one of the boys?

CASE 2

You have working for you in your section two assistant foremen who never could get along together, even when they were part of the rank and file. You have never been able to get at the basis of the difficulty and have decided that it is a personality clash.

Each of these assistant foremen is setting himself and his group against the other. This is resulting in keen competition and high production, which is desirable; but, on the other hand, your section is divided into two hostile camps.

1. Should you allow this condition to continue? Why? Why not?
2. What might be some of the undesirable results if this condition grows?
3. How should you take care of personality clashes?
4. How might you correct the above situation?

CASE 3

In your section you have operators and helpers. One of the helpers is an Italian named Luigi, who has been in the United States for quite a while but still has his old-country habits. He does not speak English very well, and he lives in the Italian district of town.

He is a conscientious worker, anxious to get ahead, and you plan to make him an operator as soon as the next vacancy occurs. However, you have doubts about how he will fit in because his fellow-helpers and the operators belittle him and call him "the Wop."

They make fun of him and his native land, and he points out the glories of Italy. At first it seemed like good-natured kidding, but now there is a noticeable antagonism.

When you approach one of your best men and ask him to train Luigi as an operator, he tells you that neither he nor any of the other men can stand the smell of garlic on Luigi's breath. He doubts that Luigi could ever fit into the group.

1. Are the operators and helpers justified in their attitude?
2. What might be some of the underlying causes of the situation?
3. How could the situation have been prevented?
4. What should you do about Luigi?

CASE 4

You are head of a section of workers assembling machines similar to large washing machines. As the work was previously set up, there was a heavy casting to be lifted onto a table, parts to be fitted, electrical connections to be made, some minor adjustments to be made, and finally the power was turned on and the machine run for a few minutes before it was ready for inspection. Three or four men worked as a group on the assembly of each machine. Their equipment, tools, and parts were spread around, and everything was rather unhandy. There was a fair amount of complaining about the need for lifting, some conflicts between the men as to who should do what, and a certain amount of buck-passing when the machine would not operate well while being tested. On the whole, though, they clicked and formed a good team and got the work out well. Morale was high.

You turned the whole problem over to the methods department, and they worked out a new system for you: a belt moved the main casting through the department, thus eliminating lifting; the workplaces were arranged so that tools and parts were accessible at the spot needed; the design was changed so that the tryout test was no longer made. Each worker had a specialized task to accomplish on the piece as it moved down the line. There was no need to interfere with each other, and the machine pace was not too fast.

Production increased at first, but now it is falling off. Several workers are asking for transfers. When you question them, they tell you that they don't like working on a line. You point out all the improvements, and they agree that you are correct and they see that

the new way is more productive, but they say that they prefer the old way.

1. What were the relationships between the men in the old situation?
2. What are the relationships between the men in the new situation?
3. What was the relationship between the men and their jobs under the old situation?
4. What is the relationship between the men and their jobs under the new situation?
5. Why did production increase at first under the new setup?
6. Why did it fall off later?
7. What are some of the factors that have to be taken into consideration in making a change like this?
8. How should such a change have been introduced?

CASE 5

You try to distribute the work as fairly as possible according to the skills of the various workers in your department. Joe Doe, one of your better mechanics, is resentful whenever you assign another man an interesting or challenging job. He sulks, and the quality of his work suffers. He tells the other workers that you are playing favorites and that he is prevented from getting ahead.

1. What factors should you take into consideration when you distribute work?
2. What might be some of the causes of Joe's behavior?
3. How should you handle Joe?

CASE 6

You are the foreman in a machine shop which has a number of big lathes. The machinists operating these lathes have been grinding their own tools for a number of years. Management has recently issued an order that these tools are to be ground in the toolroom by one man and to a standard gauge, so that they will be uniform. It is believed that this will result in improved quality and quantity of work.

1. How would you plan to approach the group in order to gain their co-operation on this new system?
2. What would be their attitude toward having someone else sharpen their tools for them?

3. Would you talk to them as a group or individually? What would you say?
4. Suppose they complain about the way the toolroom sharpens their tools. What should you do?
5. What are the advantages and disadvantages of subdividing skills? What are some of the limiting factors?

CASE 7

You receive a phone call from the wife of one of your employees, requesting you not to allow him to work overtime any more because he uses this excuse for not coming home until late at night. You have noticed that his production has been falling off lately, and there are indications of dissipation. Production is behind in your department, and your gang has been working excessive hours.

1. What should you say to the man's wife?
2. How should you handle the dissipation angle?
3. What effect will your actions have on the morale of the rest of the group?
4. Should you ignore the whole situation?
5. To what extent are you your brother's keeper?

CASE 8

You are the head of a production-planning and control department containing twenty people, a majority of whom are middle aged, while the rest are young people. For ten years your department was located next to the engineering department. Your office fixtures and equipment were antiquated; the desks were all different sizes; the only privacy was provided by wooden railings; there were not enough phones. Your people used the not-too-adequate washrooms of the engineering department. Most of your group had to make frequent personal contacts with the shop, which was at the opposite end of the plant. The morale of your group was good.

Six weeks ago it became necessary to expand the engineering department; so your department was moved to a new location adjacent to the shop. The physical layout at the new location is perfect—the methods department located the equipment and personnel for greatest efficiency; the desks are all modern and of the same size; everyone has the most efficient type of equipment. You have a private office, and your two assistants share another one.

At first, output increased, and everyone seemed to be happy. Now,

however, there is a current of unrest, production is declining steadily, and the morale of everyone is falling off. You ask your assistants what is wrong, and they tell you that your people do not like to use the shop washrooms. There is no sense to this because these washrooms are up-to-date and better and cleaner than the dingy ones in the engineering department.

1. What are some of the tangible things that are important to a well-integrated work group?
2. What might be some of the underlying causes of unrest in this case?
3. How might you have prevented them or handled them?
4. How should you handle the present situation?

CASE 9

Your boss is to be initiated into a lodge in which you and your associates are officers, and you are in charge of the initiation ceremony. These ceremonies are designed to embarrass the inductee. If you follow the regular procedure, you know that your boss will be slow to forgive you. If you change the procedure, your associates will accuse you of currying favor with the boss.

1. How would you handle the situation?
2. When the boss belongs to the same lodge as his subordinates, what effect does it have on the work situation?
3. Should lodge membership such as this be encouraged in a work group?

CASE 10

You have both union and nonunion men in your department. It is necessary for men to work in gangs of two or three. However, neither group wishes to work with the other. Keeping them separate cuts down production and increases the difficulty of apportioning the work in your department.

1. Should you keep the groups separate?
2. Should you force them to work together?
3. How should the problem be handled?
4. Suppose it were a racial issue instead of a union issue, how would you handle the situation?
5. How should problems of minority groups be handled?

CASE 11

You have an expert in your department doing heavy blacksmith work which requires the assistance of four or five helpers. This man is very stubborn and does not explain to the helpers how he is going to do the job under the steam hammer. He says they should know how he operates. As a result, the helpers make mistakes. He quarrels with them constantly, with the result that they do not want to work with him.

1. How can you improve the teamwork of this group?
2. Would instruction help the situation? Who should give the training?
3. How should the helpers be instructed? By whom?
4. If the expert does not wish to pass on his craft knowledge, what should you do?

CASE 12

Mary Smith was one of the best operators in your department until she became acquainted with the new setup man. Her work is of a repetitive nature and requires intermittent attention in order to avoid the formation of scrap. Lately she has taken to daydreaming, with the result that a large portion of her work is defective. You have spoken to her several times, but she tells you that she can't help it.

1. Should you try to discourage this romance?
2. Should there be a termination? A transfer? If so, who should be terminated or transferred?
3. How should you handle work requiring intermittent attention?
4. Is daydreaming on the job to be allowed? Tolerated? Encouraged, if it does not interfere with production?

CASE 13

You have been a foreman for almost six months, and things had been going very smoothly for you under a superior with whom you have been friends for years. This superior was transferred to another division and was replaced by a man whom you had not known before. Since his arrival, you have felt ill at ease and have not obtained the co-operation from him that you got from your former boss. It is quite obvious to you now that there is a grudge between

your former boss and your present boss and that you are in the middle.

1. Should you go over the boss's head and consult his immediate superior?
2. Should you resign or ask for a transfer to another department?
3. Would it be best to talk the uncomfortable situation over with your new boss? If so, what would you say?
4. Should you ignore the situation?

PRINCIPLES

The Informal Organization

Within every work group there is a type of organization which management had no hand in setting up but which grew just because people carry their social lives over into their work lives. Just as any club—or any group of children playing together—has its leader or leaders, its factions, its customs, and its symbols of prestige, so has any group of people working together.

Men have a strong desire to band together and to shut out from their group any who they feel do not belong. In the workplace, this banding-together gets all involved with man's need for recognition, his craving for security, his ideas of what gives him prestige, and, finally, his resistance to any changes that would upset the social system that surrounds his job.

An individual brings to work with him his own interests, feelings, needs, and wants, and, within the requirements of the formal organization, seeks to make his job a satisfactory way of life. He may be striving for advancement, or he may be concerned only with settling into a friendly and comfortable association with his fellow-workers. Whatever his aims, he is by nature gregarious and wants to fit into a group; he needs a social place and a feeling of belonging. And so in every workplace there is a social structure known as the "informal organization."

This social structure has its class system, because a man not only wants to fit in but wants to know where everyone else fits in. As a class system, it rates an office job better than a factory job; it is not a matter of pay—the office job is simply "higher class." In an office the importance of a man is judged by the symbols that go with his job. Almost anything can become a symbol of prestige—a desk near the big boss, a double desk with a blotter on it, a telephone on

the desk, or a desk by the window. These symbols show where a man fits in the social structure, and any change in arrangement that upsets the system is a source of anxiety and resentment.

In the shop there are fewer of such symbols because anyone can see at a glance what kind of work a man is doing. But there is a definite feeling about where each job rates in the social scale, and any changes in job content or pay rate that do not take these sentiments into consideration will upset the whole group.

If a man is on a job that is boring, permits little recognition, and has small chance of advancement, he tries to find a satisfactory way of life in his job associations with his fellow-workers. The natural leader can at least get recognition in his own gang; social classes can be set up to distinguish between the old-timers and the greenhorns, the insiders and the outsiders, one of the boys and the stool pigeon. The newcomer can be shown his place and what is expected of him and be made to conform.

The informal organization is a valuable thing because of the part it plays in keeping a man on his job. This group in which he has established his place and the comfortable kind of security he feels as a member form a tie that binds him to a job and keeps him from jumping into a new one every time he gets bored, displeased, or dissatisfied.

The greatest objection to the informal organization is its resistance to change. People band together for the feeling of security it gives them; after the group is formed, they act to maintain it and their place in it. Industry is subject to constant change, and even the changing of a lunch hour can upset the group. The alert supervisor introduces changes in such a way as to cause the least upset and the shortest period of readjustment, because any unrest in the group causes a sharp drop in production.

He also knows that the informal organization wields a powerful influence in setting the pattern of attitudes toward quantity and quality of production (what is a fair day's work?) and that it puts pressure on everyone to conform. He knows, too, that a decision that would satisfy the worker directly involved may not meet with the approval of the group.

The supervisor has to consider the reactions of the group to all his actions, but he need not be hamstrung by it. He certainly cannot afford to let attitudes and symbols of prestige spring up at random

around completely irrational sentiments and objects, and thus interfere with production. When he makes it a point to study his group and the leaders of it, he will understand how it operates and what feelings and thinkings and ways of life go to make up its attitudes. He will then find that it is possible to influence and direct the thinking of the group so that it will be in harmony with the objectives of the company and so that it will build prestige around truly important and relevant features of the job.

The Supervisor and Human Relations

There has been a strong tendency during recent years to try to reduce the job of managing or handling people to an automatic process. Disarmingly simple formulas have been developed and sold to supervisory groups as cure-alls for any supervisory problem. The difficulty with this formula approach is that the problem that arises on the job does not always conform to the example in the book. When one of these situations develops, the inexperienced supervisor attempts to force the situation to fit the formula. The result is further and more complicated problems.

The basis of all industrial relations is human nature, an understanding of which is one of the most useful things any supervisor can have.

We Americans

The American ideals of democracy and opportunity are a part of our heritage; they shape the pattern of all our thoughts and actions; and they have developed in us a set of characteristics common to all Americans.

We don't like to be pushed around; we don't want to have anything shoved down our throats; we don't like to change too rapidly. We enjoy a good fight, and we're usually on the side of the underdog. We are sentimental about our institutions—everything we have is either the biggest or the best. We want to be able to brag about the outfit we are associated with. We need to feel important—to be as good as the next fellow. We want to be in on the know. We read the gossip columns in the paper. We are inclined to agree with people that we like and disagree with people that we dislike. We want to win over obstacles—to meet challenges. We want to feel that the chance

is there for us to get ahead, whether we are going to take advantage of it or not. We want all we can get; we demand a square deal.

These are typical American characteristics. They are just as strong in the nature of the shop janitor as they are in the president of the company. If we keep them in mind in our dealings with others, we will not be riding roughshod over sentiments so ingrained that any disregard for them is bound to stir up resentment and antagonism.

What the Worker Wants

Surveys of workers in a variety of organizations indicate that an individual wants most, if not all, of the following from his job:

Security	Competent supervision
Recognition as an individual	A voice in matters relating to him
Fair wages and hours	A square deal
An opportunity to advance	Congenial associates
Freedom from arbitrary action	

These wants vary from individual to individual and within the individual from time to time. It is up to the supervisor to understand the extent and intensity of these wants in his employees.

Understanding People

The first problem of understanding workers is one of communication, but it is not what he says that counts, it is what he means. When an employee is expressing a problem, the supervisor cannot always take the words at their face meaning but may have to go below the surface to determine what the man is trying to say and why he is trying to say it. When listening to a gripe or a problem, the supervisor should try to put himself in the other fellow's place and see it through his eyes, then determine whether it is a problem that is particular to this individual or a problem that anybody in like circumstances would face. The supervisor should spend his listening time trying to find out what is on the mind of the speaker and not in building up counterarguments and waiting impatiently for a chance to express his own opinion.

Individual Differences

Each one of us is different, but we are inclined to consider only

ourselves as different and all others as being alike. As we look at men in a group, we see that physically they vary a great deal, but do we realize that emotionally they vary to a greater extent, and mentally still more? And do we suspect the physical, mental, and emotional changes that can occur in an individual over any period of time?

As we consider the differences between men and the changes within a man during his lifetime, it becomes obvious that we cannot use a simple formula for solving human relations problems.

Physical characteristics of strength, health, and acuity of the five senses are not fixed or permanent; they must be considered as variables.

As to intelligence, people do not change a great deal, but they can increase in knowledge. Of two people of equal intelligence, one may use his mental capacities up to the brim in acquiring knowledge, while the other may have stopped learning the day he left school.

A man's interests change as he goes along; the footloose young fellow becomes the family breadwinner, looking for opportunities and needing more money; the man who started his job with such enthusiasm becomes bored with it as his interests change or dissatisfied with it if his friends distinguish themselves in other fields. The girl who looked on her job as a fill-in until marriage starts considering it as a career when her friends get married and she is still single. There is not a great deal of relationship between a person's chronological age and his emotional age. Some people never mature emotionally, while others become emotionally old at thirty-five and young again at forty-five. If we study the emotional and temperamental makeup of our men, we can better understand the pressures upon them.

We must study the man as a whole and keep on studying him if we are going to be able to aid him to get what he thinks he wants from the job—what he thinks is the maximum satisfaction out of work.

When there are special problems, the supervisor needs to ask: Why is this person making or confronting difficulties? What is unique about his personal situation or temperament? Has this any bearing on the problem at hand? What demand is the work situation making on him that he is unable to meet? Conversely, what demands is he making on his work situation that are not being satisfied?

Fatigue

We all boast of the efficiency of machines and how many miles per gallon we can get on our cars, but how many of us think of how we can increase the efficiency of our work force by thinking in terms of input instead of output? Increasing the output of the work force is necessary and desirable, but how about decreasing the energy input necessary for the output? How often do we think of reducing the expenditure of energy necessary for a day's work? In other words, of reducing fatigue?

Fatigue in modern industry is much different from the fatigue of twenty-five years ago. Then it was nothing unusual for a worker to be so exhausted by his job that he had to go to bed right after supper in order to accumulate enough physical energy for the next day. There is little of this type of fatigue today; however, workers at the end of the day are often very tired, but, instead of going home and retiring, they seek relaxation by working in the garden, bowling, dancing, or going to the movies. In fact, in many cases they consume more physical energy off the job than on the job; but still at five o'clock they may be all dragged out, have stiff necks, and have to stop at the bar for a drink before going home.

What is the essential difference between modern fatigue and that of twenty-five years ago? The fatigue of twenty-five years ago was muscular fatigue; today it is nervous fatigue. Nervous fatigue comes from strain; it is the tension caused by continually attending to some detail or being bored by some repetitive operation, or suffering eyestrain due to glaring light, or being subject to intense vibration or noise. Those are the physical causes, but there are other causes that have the same results: the snooping supervisor, the feeling of not knowing how to do a thing, the fear of making a mistake, the feeling of insecurity, the fear of being bawled out, the fear of not counting—all these cause continuous strain that drains the energies during the workday.

A friendly and understanding supervisor can do a great deal to alleviate this tension. Work never seems very hard when it is done happily in an atmosphere of approval.

Superior-Subordinate Relationships

Each boss is the center of interest of his subordinates. The foreman's every action is something to be mulled over by his workers

because it is to him that they must look for fulfilment of their needs on the job.

But, while they are looking to him, he has his eye on his own boss—wondering how well his boss thinks he is doing and what his boss has in mind for him. And so on up the line—each boss looks to the boss above him for fulfilment of his needs.

What are these things that a man wants from his boss? What, for instance, does the foreman want from his superior? He wants his boss to like him, to approve of him, to let him know what is expected of him, and then to tell him how well he is doing it; he wants to hear from him about any changes that are contemplated concerning his job; he wants to know how far his authority extends and that his boss will support the decisions he makes within that authority. He wants to know what the boss will do if he oversteps that authority or fails in a responsibility. These are the things that determine whether the foreman's state of mind will be one of security or of anxiety.

The foreman wants his boss to give him an opportunity to participate in the affairs of management; he wants to be consulted about any changes that are going to affect his work, and he wants to be in on the making of decisions that he is going to have to work under. He wants his boss to give him a hand in climbing up the management ladder, and he wants to feel that in his present capacity he is a respected member of the organization, playing a vital part in the enterprise.

While the foreman is looking to his boss for these things, his own men are looking to him for the same things—security and participation. The foreman must translate these feelings he has toward his boss into terms of the relationship his own workers want with him.

The worker's need for security is more than just a need to hang onto the job; it is a need for a satisfactory personal relationship with his boss. The foreman's greatest contribution to the feeling of security of his workers is in his manner—the atmosphere that he creates. If he does not have a genuine attitude of approval toward his workers, they feel threatened, fearful, and insecure; they are in a constant state of anxiety, and they look with suspicion on even his most inconsequential actions.

Next, he must let his workers know what he expects of them

and how well they are doing it. They need this knowledge, and they need to know in advance of changes that will affect them.

Third, he must be consistent in his discipline. His subordinates must know that he will support them so long as their actions are in accord with his orders and within the limits of their authority. And there must be no doubt in their minds that he will mete out punishment if they break the rules or fail in their responsibilities.

In modern industry with its breakdown of jobs and subdivision of skills, very few of the workers are going to advance into management; in fact, many of them are not going to progress very far from the jobs they started with. But they feel a real need to participate in the organization that hires them.

Man's craving for participation is a strong one. We see it in the youngster who has to have a hand in everything that goes on around him, in the boy who has to be on the team and in the game, and in the man who works like a beaver when he is put on a committee or put in charge of something.

This urge to participate is often frustrated in the lower levels of modern industry. Functionalization and specialization have divided jobs into parts that are almost meaningless to the man who performs them. He feels that his two hands and a foot have been hired and that as an individual he does not count at all.

It is up to the foreman to provide opportunities for his workers to participate in the organization. This is something in addition to his program of training them, improving their skills, and preparing them for all possible advancement. This opportunity for participation is something he can extend even to those who are not capable of advancement. It is simply giving subordinates a chance to express their ideas and contribute their suggestions before actions are taken on matters which involve them. These ideas and suggestions are often very fruitful in themselves; they are of even greater value in the attitudes they engender. Of two plans of about equal merit, the one suggested by the subordinate is going to work better because he is going to see to it that it does.

A job takes on some importance and dignity when a man can go home and say at supper: "The boss asked me for my opinion and I told him that. . . ." A worker needs to be able to think and talk of the organization as a *we* and not as a *they*.

CONFERENCE TOPIC***THE SUPERVISOR AND HUMAN RELATIONS*****FOLLOWING UP ON THE JOB****The Informal Organization**

1. What are some of the things people attach importance to in the unit?
2. Who in the unit seem to be the leaders?
3. Who in the unit seem to be the followers?
4. Who are the insiders? Who are the outsiders?

The Supervisor and Human Relations

1. Do you have a friendly interest in your workers?
2. Do they come to you with their problems?
3. What are some of the ambitions of your workers?
4. Are your workers getting satisfaction out of their jobs?
5. Are you able to use some of the special talents of your workers?
6. Do your workers seem to be tense?
7. Do you supervise them too closely?
8. What factors in the unit heighten fatigue?

Supervisor-Subordinate Relationships

1. Do you ever consult your subordinates?
2. Do you encourage them to make suggestions?
3. Are you distant and reserved?
4. Do you avoid your boss?
5. Do you try to build up your boss's confidence in you?

12. FITTING MEN AND JOBS

CASE STUDIES

SINCE much of the success of the supervisor depends on how well his men do their jobs, it is important that his men be fitted to their jobs—that each man be doing the job he is best able to do.

Supervisors usually are careful in this respect in relation to day-to-day assignment of work; however, many supervisors do not do a good job of selecting workers in the first instance; nor do they watch carefully enough the new worker who is on a trial basis.

By more careful selection of the applicants sent by the personnel department, the supervisor can in most cases avoid bringing in workers who are not fitted to the job or to the work group. By a more thorough checking up on probationary workers, the supervisor can early eliminate those men who are not working out well or who are showing signs of failure to adjust.

CASE 1

A difficult piece of work comes into the department, and you assign it to Smith. He does an excellent job; so every time this type of work comes in, you assign it to him.

One day you overhear some of your men complaining about Smith's attitude. From their remarks you are led to believe that Smith is developing a superiority complex—has been boasting of being the only man in the group who is able to do that type of job and that you can't get along without him.

1. How should you go about investigating this situation?

2. If the facts substantiate the rumors, what should you do about Smith?
3. If the rumors are false, what should you do?

CASE 2

Because of the increase in the work load, it will soon become necessary for you to work part of your group overtime. Some of your men turn out much more work than others; in justice to the company, you would like to give these men all the overtime work. However, you are afraid that this would cause charges of favoritism and would lower the morale of the rest of the group.

1. What are the advantages and disadvantages of giving the overtime work to your best men only?
2. What are the advantages and disadvantages of rotating overtime work among all your men?
3. Work out a plan for the distribution of overtime work.

CASE 3

You are in charge of a department employing both college-graduate trainees and permanent personnel. The trainees resent the routine nature of their work, feeling that there is little relationship between it and what they anticipated when they joined the company. They feel that they should be taking orders from the training supervisor rather than from the line supervisors, and they are slow to cooperate with the regular employees.

Outline a plan for promoting teamwork between these trainees and the regular workers in your department.

CASE 4

Your plant operates on the seniority basis. One of your older mechanics is entitled to a job of laying out work, which would mean a raise in pay for him. You know that he would not be nearly so good at the job as other men in your department would be; but, in view of the clause in the union contract, you have to give the better-paying jobs to the men who have been longest with the company.

1. How would you handle the situation?
2. Could you give the job to another man and risk the possibility of a strike or trouble with the union?

3. Would you try to talk the older man into not accepting the job, so that you could give it to a better man?
4. Could you give the senior man the job in title only and have someone else do the work?

CASE 5

Several years ago, when labor was very scarce, the company hired a colored porter eighty years old. Owing to his increasing infirmities, his duties have been reduced to the point where he has to do very little. The company fears that when the man dies, the union will force the hiring of an able-bodied man for this limited job. The case has been discussed with the union representative, who refuses to commit himself. His only statement is that if the man is discharged, the union will charge the company with racial discrimination.

1. How might the situation have been avoided?
2. How can job dilution and featherbedding be discouraged?
3. Is the union justified in its position?

CASE 6

You have three crews—six men each—employed on an assembly job. They are paid according to a group bonus system. The second and third crews are continually slowed down because production of the first crew is not ready. This crew lags because one of the members, Frank, is somewhat slower than the rest. He is a long-term employee and quite popular with the crews because of his easygoing temperament.

Any time you talk to Frank about his slowness, he replies: "Guess you're right, boss. I am a little slower than the rest; but you can't say my work isn't top quality. You can count the times I've slipped up on you in twenty years."

Frank does take pride in his work, and the crews do not object to his slowness. Ever since the group bonus system went into effect, you have felt that you should do something about Frank; but what? You know your inaction is costing money.

1. What are some of the advantages of having men on a group bonus system?
2. What are some of the disadvantages of having men on a group bonus system?
3. How much of a "right" does Frank have to his job?

4. If retaining Frank on the job is costing both the company and the other workers some—but not much—money, are you justified in keeping Frank on this job? Why or why not?
5. How would you solve the problem?

CASE 7

You are in charge of a small section consisting of a group of women, all of whom do practically the same type of work and receive the same pay. Your employees always got along well together, and supervising them was not difficult until recently one of the women resigned because her husband wanted her to stay home and take care of the house.

As a replacement, you hired a woman who had previously held a much higher job—in fact, one quite like your own. When you employed her, you explained that her duties and pay would be the same as the other employees. You pointed out that she might not be happy in a position below the level of her previous ones; however, she was anxious to get the job and assured you that she would be quite content.

After a few weeks she began showing signs of maladjustment. She started telling the other employees what to do, and at times she even gives you instructions on how to do your job. The group resents her and her bossy attitude, and morale is suffering.

1. Should you recommend that this employee be transferred?
2. If not, should you point out her specific duties to her in order to put her back in line? How would you keep her in line?
3. Should she be recommended for a promotion in some other section, if there is an opening fitting her qualifications?
4. If she persists in her present activities, should you terminate her? Why or why not?

CASE 8

You are in charge of a large section and have two assistant supervisors under you. You have specialized these men, and each is doing a good job. One of the assistants has specialized in handling the office work; he has had little experience on the operating end. The other assistant is a top-notch operating man but does not know the office work. You have co-ordinated the work of the two men.

There is a chance for you to be promoted if you can get a replace-

ment for your job. However, it would take about six months to train either of your assistants to learn the other's job and thus be able to take your place. You do not want to hire anyone from the outside, because you have always believed in building your organization from within.

1. What are some of the advantages of specializing men?
2. What are some of the disadvantages of specializing men?
3. Give the advantages of building your organization from within.
4. Give some advantages of hiring supervisors from other companies.
5. How should you go about correcting the situation you find yourself in, in the above case?

CASE 9

Because of an increase in the work load, you plan to put on a second shift. Fortunately, you are able to make up a crew of new hires who have done night work in other companies. Since they are new, they will need some training and good supervision. You talk the situation over with your assistants, and two of them—Joe White and Bill Black—volunteer to take over this second shift.

Joe White is your most ambitious and conscientious assistant. His day crew always turns out lots of good work. The other volunteer, Bill Black, is easygoing and the least conscientious of your assistants. You are sorry that Bill volunteered because his crew on the day shift puts out no more work than it has to. The day crews of both men are similar and have been doing similar work. There is no difference between White's night crew and Black's night crew.

After the second shift has been under way for a while, you find out to your surprise that Bill Black's crew is doing a much better job than Joe White's crew. You ask why, and they tell you that they don't know and that they are handling their second-shift crews in the same manner as they handled their first-shift crews.

1. What are reasons why some workers prefer to work on the night shift rather than on the day shift?
2. What types of workers are better fitted for the night shift than for the day shift?
3. What kind of supervisors are able to do a better job on the night shift?
4. What are some of the advantages that the night shift has over the day shift?
5. What are some of the disadvantages?

CASE 10

Rapid expansion is making it necessary for you to hire more people. The group you will be adding to is made up of middle-aged women—mostly married—doing routine inspection work. They have little chance for advancement.

You have told the personnel department that you prefer workers of this type, because they do a good job and get along well together. The personnel department informs you that this type of worker is getting scarce—many housewives no longer need to work. They tell you that the only type of labor they can get you consists of young girls fresh out of school.

Several times in the past you have tried young girls on this job, and they did not work out well; they complained that the job was monotonous, that there were no chances for advancement, and that they did not like working with the older women.

Your present employees know that you are having difficulty getting help, and it seems to you that they are becoming quite independent.

1. How should you go about trying to solve the problem?
2. What technical assistance can the personnel department give you?

CASE 11

Your section consists of fifteen men and five women doing substantially the same type of work under two new supervisors. When you were permitted to appoint these two supervisors, you chose two workers—one a man and one a woman—who had outstanding qualifications for the jobs. You put the man in charge of ten men, and you put the woman in charge of the remaining five men and the five women.

The first few weeks under this arrangement were fine—morale and production were high. Lately you have been noticing that morale and production are off for the five men who are supervised by the woman, although the five women in her group are OK. You call two of these men to your office to find out the trouble. They tell you that their pride is hurt because the men in the other group are making fun of them because they are working under the supervision of a woman.

You want to retain the woman as a supervisor, because there is no one else as well qualified. You cannot transfer the men over to the other group because it would overload the man supervisor and leave

the woman supervisor with only five women to supervise—not enough to keep her busy.

1. What are the differences between the way men supervisors and women supervisors operate?
2. What is the difference between the way women respond to supervision by men, as over against supervision by women?
3. How do men react to supervision by women? Why do they react this way? Are they justified?
4. How are you going to solve the case?

CASE 12

You are the head of a production department in a large factory. Most of the jobs are repetitive machine operations on a piece rate. Most of your workers are typical factory workers—grammar or high-school graduates—who live near the plant.

You are interviewing for a machine operator's job. The applicant is a Mr. Williams, formerly the manager of a local automobile agency, who had to quit his job on doctor's orders because he had had a nervous breakdown. Mr. Williams is middle aged and belongs to most of the local clubs. His application blank states that his hobby is making metal gadgets in his small basement workshop. He says that he has always liked to make things with his hands—he is happy doing manual work. His doctor thinks that a factory job would be good for him, and he believes so himself. He states that he has a small private income so that the pay is not a major consideration. He just can't stand the inactivity around home; he has to get up and go to work each day.

In your plant it would be necessary for him to do repetitive work for a year before he could advance to a more interesting job. He tells you that he is sure he could get along with the group because he sold many of them cars in the past and they like him.

He looks like a man who would make a good supervisor.

1. What are his assets?
2. What are his liabilities?

CASE 13

You are in charge of a group of draftsmen, three of whom are detail draftsmen. The job description for a detail draftsman calls for

a high-school education or its equivalent. Of the three young men you have working on this job, one is a high-school graduate, the second has had one year of college, and the third has a Master's degree in foreign languages. All three were hired at the same time and at the same rate of pay.

After a few months on the job, the two men who were educated beyond the high-school level showed restlessness, boredom, and dissatisfaction. The quality and quantity of their work, which at first was superior to that of the high-school graduate, is now inferior.

Draftsmen are scarce, and you would like to retain these two men. You think that you could do this by changing the composition of some of the other jobs in the department and thus giving more complicated work and more pay to these two. This change would disturb the jobs of other men, and you are afraid that the plan would be unfair to them and to the high-school graduate.

1. What are some of the advantages of modifying the content of jobs in order to have them fit more closely the capacities of the employees?
2. What are some of the disadvantages?
3. How should you handle the problem of people working substantially below their mental capacities?
4. How can the personnel department help you?

CASE 14

You are the supervisor of a section doing repetitive machine operations. The work is on an individual piece-rate basis. With a few exceptions, your workers are a tough crew, having limited schooling and not much job interest except to make as much money as possible. They make good money but spend it as fast as they make it. There is a great deal of Monday absenteeism caused by big weekends.

You would like to cut down on this absenteeism by introducing a better class of workers into your section. Several months ago you hired a young man who had just graduated from a technical high school. This is his first job, but he impressed you with his trade knowledge. You believe that his chances of getting ahead in the company are good if he is willing to take the knocks. You explained the whole situation to him during the interview.

You had Joe Smith, your oldest and best worker, break him in on the job. Smith reports to you that the youngster is having difficulty getting up to speed—always doing a better job than necessary, putter-

ing around his machine adjusting it, instead of getting the work out slam-bang, as is necessary in order to make good money. Smith tells you that the young man is not adjusting well to the group. Also he says: "You're not doing the boy any good by putting him in with that gang of hoodlums."

This morning the youngster was late, and you ask him the reason. He tells you that he does not like the job. He says he is the only one in the group who understands the machines and can read blueprints, but the other fellows are making the money and they razz him.

1. Do you have any moral responsibilities to this youngster?
2. If you wish to retain him, how should you go about getting him adjusted?
3. How should you handle Monday absenteeism?
4. Should you try to change the composition of your gang? If so, how should you go about it?
5. How important are things other than getting the work out?

PRINCIPLES

The Importance of Fitting Men and Jobs

Whenever equipment is purchased, it is selected for the purpose of doing a specific type of task or fulfilling special requirements. When the incorrect size or type of equipment has to be used, adjustments have to be made, and very often the performance is not too satisfactory—at least, it does not perform the task so effectively as the proper equipment would.

The right equipment for the job is important, but the right man is more important because how well the job is done depends to a great extent upon the effectiveness of the man who is doing it. For him to be effective, it is necessary that he be doing the job he has the capacity to do. Therefore, in order to fit men and jobs, it is necessary to know the requirements of the job and the qualifications of the worker in terms of the job.

Many of the problems of supervision have their origin in workers' not being adjusted to their jobs. The wrong man on the job is more likely to have an accident; he requires more training and more explaining; he makes more mistakes; he has trouble keeping up quality and quantity of output. The wrong man on the job gets discouraged; he avoids the job first through tardiness, then by being absent, and finally by quitting—thus increasing the labor turnover and starting the cycle over again. The misplaced worker is discontented and the

source of grievances. He has to expend more effort than the fellow who is suited to the job.

On the other hand, the worker who has his job under control finds it somewhat of a challenge. He knows he is using his highest skills, holding as good a job in the section as he could elsewhere, and getting as much money as he would elsewhere. He is one of the gang and seldom gives the supervisor much trouble.

The Supervisor's Responsibilities in Placement

Since the supervisor is responsible for getting quantity and quality of output from his personnel, he is vitally concerned about the type of worker coming into his department. In most companies he has at least veto power in relation to new hires. Usually applicants for jobs in his department are sent to him by the personnel department for his final approval before they are hired.

The personnel department usually has people who are highly skilled in recruiting, selecting, and testing applicants. The supervisor does not have these skills, nor should he be expected to have them. However, he can enable the personnel department to serve him better if he furnishes detailed and accurate information about what kind of people he needs in his department. And he can increase his skill in appraising the people whom the personnel department sends to him.

The personnel department hires people for the company as a whole, while the supervisor in reality hires these people for his department. It is the supervisor who has to live with the mistakes that are made.

The supervisor is strong on job knowledge. He knows—better than any job description can set forth—the type of individual who will work out well or poorly in his department. He is in daily contact with the factors that promote success or failure on the jobs. He is in the best position to evaluate the skills of an applicant and to determine whether or not the man can be fitted easily into the group. He knows the types of people that have worked out well and those that have not, and, by applying this knowledge, he can avoid hiring misfits that he will either have to get rid of or have to put up with.

When help is easy to get, workers are not likely to quit their jobs; and, for those vacancies that do occur, there are many applicants to choose from. Under these circumstances there is no excuse for sloppiness in selection. However, when the labor market is tight and machines are standing idle for lack of operators, it would seem that the

supervisor is forced to take anyone who comes along. He should still exercise caution, because, in hiring anyone he can get, he may be increasing his turnover (even among the other employees), his accident rate, and his training costs, without increasing production. Bringing in poorly qualified workers and the problems they create can cause a decrease rather than an increase in total output of the group.

A supervisor can sometimes adjust his needs to fit a tight labor market by changing the content of jobs to take care of a scarcity of certain skills; for example, if he has been hiring all-round mechanics who do their own machine setting, these men might be made setup men, and less skilled operators hired to run the machines. Utilizing the techniques of methods improvement is another means of meeting a scarcity of workers. Jobs should always be built around homogeneous tasks that require about the same level of similar skills.

Getting the right man on the right job requires extensive knowledge of two things; first, the job. What is it? What does it require to be handled successfully? What qualifications are necessary? What does the job demand? Second, the man. What does he demand of the job so that he will be willing to give his best efforts?

What the Job Demands

The over-all picture of what a job demands is expressed in the job description. In it will be found what education and skill the worker must bring to the job, what physical and mental effort he must expend, what responsibilities he must assume, and what difficulties he must work under. The supervisor needs to know also what constitutes satisfactory performance—how much must be done and how well it must be done; this is not usually expressed in the job description. However, if the supervisor has set up standards of work performance (Chapter 9), he has this information.

A worker may meet the job requirements and still not work out well in the section; the work situation is going to make certain demands of him. He may not fit into the group. He may start out well and then either quit or become a source of dissension. His presence may stir up resentment in the other workers; they may refuse to cooperate with him. The supervisor must ask himself what types of people are succeeding and what types of people are failing to be good team members. He should recognize those personal characteristics that predominate in his group. And he should analyze those charac-

teristics as to whether they are desirable or undesirable, and to what extent they should be allowed to develop or to what extent they should be thinned out by the introduction of new blood. He should have a good idea of his team's likes and dislikes, in order to determine whether a new man can become an insider rapidly or whether he would have difficulty or perhaps never become an insider.

The supervisor must also consider what the opportunities are for developing on specific jobs in his department—what chances there are for advancing, or whether the jobs are blind alleys. What types of people come and go? What types stay? What types give the most trouble? As the supervisor studies the characteristics which spell success or failure in his department, he can get a good idea of those extra things that the job demands of the new worker.

What the Worker Demands

The worker, in order to be a satisfied and a satisfactory performer on his job, makes certain demands upon it and upon the work situation. He expects adequate pay; and, if there are unfavorable conditions, he wants to make a little extra money for putting up with them. He expects to work at a pace that is considered good but is not killing. He wants to be getting paid for, and using, his highest skills on the job. He does not want to be a helper if he has been an operator, or an operator if he has been a setup man. He wants his job to be somewhat of a challenge to him, but, on the other hand, he does not want to get out beyond his depth; he wants to have successes, not a series of failures. He wants a job that makes sense to him; he does not want to be a Jack-of-all-trades at the beck and call of everyone. He may like routine work, or he may like variety; but he does not like confusion. He likes to feel that he could get ahead if he put forth the added effort.

It is an old saying that a man's job is his second home, and each working day he spends more of his conscious hours on the job than at home. So he is going to make demands upon the work situation that are somewhat in line with his home situation. He wants working conditions, restrooms, and other facilities not too far below the standards he is used to. Also, since companionship is part of his home life, he wants to work with a group like the fellows he would choose as companions after hours. He does not want to spend his work life with people he considers to be stuffed shirts or ignoramuses. He wants

to work with people like himself—of his own class—so that he will be a member of the bunch. He needs this companionship, so that there will be some fun in working.

Matching Men and Jobs

Matching the candidate to the job is a matter of compromise: seldom is it possible to get just the right man for the job. It is a compromise between what the job demands and what the worker demands. Even though the two sets of demands may not fit closely, the supervisor must decide whether or not the man has the flexibility, the variety of experience, and the possibilities for being trained up to the job, so that he can become a satisfactory and satisfied worker. However, if there are major incompatibilities, then there is little chance of the applicant's becoming a successful member of the team.

The supervisor knows—or should know—what the job demands. The better he knows, the more accurately he will be able to measure the applicant's qualifications and demands. This measuring of the applicant is done on the basis of the application blank, the interview, and the trial work period. There may also be psychological testing done by the personnel department.

The Application Blank

If the supervisor receives—and in most cases he does—the applicant's application blank from the personnel department, he can get some idea from it of the worker's educational, social, and work background.

The schooling record shows what he has done in the way of education—but not what he can do or what he might have done if he had had the opportunity. A grammar-school graduate may be just as intelligent as a college graduate but may have had to quit school to support himself. Certain scores on his psychological test might be a good indication of his intelligence.

Some inkling of the man's home life and social background can be obtained from his marital status, homeownership, club memberships, and other activities.

His work background will show the companies he worked for, the number and types of jobs he held, how long he stayed on them, and

how their wages compared. This information may give a pretty good indication of whether he is on his way up or down and whether he is a floater.

The Interview

Most applicants in an interview are doing a selling job—putting their best foot forward. Skilled interviewers have difficulty making accurate judgments; so the supervisor must be careful not to be taken in by such things as appearance, enthusiasm, and promises. The applicant may say that he won't mind having to get up before six o'clock to drive forty miles to the job every morning—that he'll get there on time. He may not mind it for several months, but it is too much to expect that he can keep it up.

The supervisor in his interview should try to get as accurate a picture as he can of the man's qualifications either through discussion or a work sample. Getting him to discuss his previous jobs may indicate the amount of his skill; it may also throw some light on why he left previous jobs and what the chances are of his sticking to this one.

The supervisor also wants to know how well the applicant will fit into the group. Using the application blank as a starting point, he can guide the conversation into discussion of the man's interests, his ambitions, his plans, and his adjustments to past jobs. From this information, the supervisor can see whether this applicant is somewhat like the men on the job; at least, he can find out if he is wholly different from them.

If the applicant is not acceptable, the supervisor should terminate the interview in a friendly manner without building up any false hopes.

If, on the other hand, as the interview progresses, the supervisor feels that he would like to hire the man, he should start to tell him about the job, the qualifications necessary, the quality and quantity of output expected of him, and the type of workers he will be associated with. He should give him a clear picture of the opportunities and drawbacks connected with the job; he might as well tell him now, because the man will find out later. If the supervisor oversells the job, the worker will suffer a letdown, perhaps be disgruntled, and certainly lack confidence in the boss who misled him.

The supervisor must ask himself the question: Can this job give

this man what he is seeking? And he will have to answer the question himself, because the applicant is not in a position to know.

The Trial Work Period

No matter how carefully the supervisor analyzes the application blank and appraises the applicant, there are certain things that he cannot be sure of until he has hired the man and observed him on the job. The trial work period may be for one month, three months, or even up to a year. It is to the company's advantage to have it as long as possible because the worker can be terminated at any time within the period without showing "cause." "Cause" for discharging a permanent employee might be limited to such things as insubordination, fighting, stealing, intoxication, habitual tardiness, or habitual absenteeism.

Since a probationary employee can be terminated for the reason that he is not suited to the job, it is up to the supervisor to determine definitely in the trial period whether the man can handle the job or if it is too difficult for him; whether he is a careful worker or accident-prone; and whether the job is below his capacity and he will shortly be seeking opportunities for a better job—opportunities which may not exist in the department.

The supervisor also has to study the man's relations with the group: What influence is he exerting on the group? To what extent is he being accepted by the group? Is the group rejecting him so definitely that he is destined to remain an outsider?

The supervisor should study the probationary worker's behavior to determine what the indications are. Is he co-operative, dependable, and industrious? Or are there indications of stubbornness, belligerence, or laziness that would become worse, once he became permanent on the job? How about his drinking habits? Do tardiness, absenteeism, and loafing indicate that he is not adjusted or is becoming dissatisfied with the job?

Misfits

When a person complains that a job is monotonous, this is strong evidence that he is not fitted for the job. A job that is monotonous to one person may not seem monotonous to another. However, if whole groups consider a job monotonous, then there is need to create

some variety in it, or furnish relief periods, or change the social structure of the group doing the job.

Some workers—especially women—take and stay on jobs that have all the earmarks of being monotonous, but they find compensation in their work associates. The job to them is something like a quilting bee—an opportunity to have company while working. Some women prefer the job to staying at home doing housework and taking care of the children. Other women look upon the job as a temporary expedient—a means of paying for the car or the house—and they just tolerate the job while dreaming of more pleasant things. When an individual begins to brood on a job, it is time to take him off that job.

Often workers will try to handle a job that is above their mental capacity; their reach is greater than their grasp. Such workers are usually nervous; they expend a great deal of nervous energy on the job and become rattled over little things. They cannot make good plans in their work. Sometimes they try to delegate difficult parts of their job to others, hoping that then they can sit back and make decisions; but the decisions they make are usually bad, and their thinking is muddled. Failure piles upon failure until a change must be made.

Sometimes a worker will be on a job that is far below his mental level. He may have taken it to get his foot in the door. If an opportunity for a better job does not develop, he becomes bored—a clock-watcher who develops tricks to make the time pass faster. He wastes a lot of time and begins to interfere with other workers. He generally has a very poor attitude toward his job.

Sometimes a man cannot fit into the group because he is far below it mentally or socially—has nothing in common with the other men. Or the reverse, he may be quite a bit above the rest of the group mentally or socially and have trouble adjusting. Some such men can adjust and become the sage, the encyclopedia, the professor, for the gang, supplying facts and figures to settle the arguments brought to him for settlement.

A man's attitude toward his fellow-workers may be greatly influenced by the kind of people he used to work with and the company he keeps after working hours. If a man looks upon his co-workers as the scum of the earth or a bunch of stuffed shirts, adjustment is going to be difficult.

The supervisor has the opportunity of preventing problems from arising, by eliminating the unfit during the interview and by removing the misfits that slip by and can be caught during the trial work period. He may also have the possibility of shifting permanent employees onto jobs and into groups for which they are better suited.

The supervisor should review the good judgments he made and the mistakes he made in selecting men for his permanent work group. When he is evaluating a permanent employee for the employee-evaluation record, he should recall his own reactions to the man's application blank, to the interview, and to the man's performance and behavior during the trial work period. What points sold him on the employee who turned out to be satisfactory? What did he overlook or misjudge in appraising the man who is turning out to be not so good? This knowledge he should use in the future selection of men.

CONFERENCE TOPIC

THE RIGHT MAN ON THE RIGHT JOB

FOLLOWING UP ON THE JOB

Job Requirements

1. Before considering a man for a job, do you always have clearly in mind what the job requires?
2. Do you have a clear picture of the type of man who would fit well into your team?

The Application Blank and the Interview

1. What parts of the application blank do you find most useful? Why?
2. Do you select items in the application blank as a means of opening the discussion and putting the man at ease during the interview?
3. Do you plan in advance what you want to uncover during the interview?
4. Do you have any prejudices you have to guard against while considering an applicant?
5. Do you use the interview to get more information about items on the application blank?
6. Do you avoid overselling the job?
7. Do rejected applicants leave with a favorable impression of the department?

8. Do you talk too much during the interview?

The Temporary or Probationary Employee

1. Is his work improving? Getting worse?
2. Is he being accepted by the group?
3. Does he learn easily?
4. Is he becoming careless?
5. Are his absences and tardiness becoming a problem?
6. Is he having accidents or near-accidents?
7. Is he beginning to loaf on the job?

Misfits

1. Are there any employees in your section working much above their mental abilities? Much below their mental abilities?
2. Are any of your workers complaining of monotony?
3. What types of workers are quitting?
4. Are you losing desirable employees? Why?
5. What types of workers are sticking to the job? Are they desirable employees?
6. Do you analyze your failures in fitting men and jobs?
7. Do you analyze your successes in fitting men and jobs?

13. INDUCTION AND TRAINING

CASE STUDIES

CAREFUL induction and training greatly expedite the process of getting a new man up to production and making him a member of the work team. Induction starts in the personnel department, which introduces the new man to the company as a whole, but it is the supervisor who has the responsibility of introducing the man to the job and to the work group. If the man is left to himself to become acquainted with his work and his fellow-workers, the process will be slow and discouraging; but, if the supervisor will set up and follow a procedure for inducting men on jobs, the new man can start off with most of his problems solved for him.

As to training—a man can be left to himself to learn the job by trial and error or by observing other workers or by interrupting them and asking questions, but such ways are slow, and they fail to give the desired results. The best way to bring a man up to satisfactory performance is to train him, step by step, in the proper and the safe method of doing the job.

INDUCTION

CASE 1

A few days ago you hired Harold White to replace the resigning head of the toolroom. The day White reported for work, you were out sick, and he was put to work by your assistant, Jim Jones. You had neglected to inform Jim about the new man and the job he was to fill.

As soon as you get back on the job, you ask Jim about White. He replies: "White says he is going to quit at the end of the week because he is tired of being pushed around."

You ask Jim how he started the new man on the job. He reports that, since he didn't know what White was hired for, he asked him, and White said he was hired to work in the toolroom. Since Jim didn't know that the present head of the toolroom planned to resign, he couldn't see where the new man was to fit into the picture; so he kept him busy for a few hours studying the employees' handbook. Then he introduced White to the twenty people in the section; next he told him to look at the various jobs being performed and then go home. The next day Jim thought White should start earning his keep, so he gave him a job on the conveyor line. After half a day of it, White complained that he couldn't stand that type of work; so in the afternoon, Jim took White to the head of the toolroom and told him to put White to work helping his assistant. The assistant put him to work cleaning some equipment.

1. What were some of the mistakes that Jim Jones made in inducting White?
2. What would be the normal reaction of White after the first day? After the second day?
3. How are you going to correct the situation?
4. How would you have inducted White?
5. Outline the steps of a procedure for inducting a new employee.

CASE 2

The other day the personnel department informed you that one of your men had quit—Smith, an operator you had hired about a month ago. During the exit interview, he told the personnel interviewer he was quitting because in your section the regular workers were a clique, there were no opportunities for an outsider, and he had been told that he was not wanted.

You began to investigate by talking to Jack White, the old-timer whom you had selected to help Smith get acquainted with the job and with the other men. Jack informed you that he went to lunch with Smith the first day. During the meal Smith kept boasting of how he was going to be top man in the section before long because of his wonderful experience—that you had practically guaranteed him rapid advancement by stating that his past experience would be of great aid to him. Jack claimed that he tried to show Smith that

this attitude wouldn't do him any good in getting along with the group. The next day Smith turned down Jack's suggestion that they go to lunch together and went instead with Bill Brown, who had recently been demoted and transferred to your section. Smith and Brown continued going to lunch together.

Then you began to check up on Smith's work. You found that he made less than normal progress during the month he was in your section. You spoke to several of the men who worked with Smith. They told you that none of the men liked him—that he criticized everything and everybody and was constantly saying that in the company where he had worked previously conditions were better and better work was turned out. One of the group said he told Smith that, if he didn't like the way things were done here, he ought to quit.

You review your actions in the hiring of Smith. You recall from the application blank and the interview that he came to work for a wage that was less than he had received on his previous job, also that he had received no raises on his last two jobs. During the interview he stated that he didn't mind getting less than his previous wage if he had the opportunity to advance—that the reason he quit his last two jobs was the lack of opportunity on them. You told him there were always opportunities in the company for a good man. During the month Smith was on the job, you spoke to him several times, and he told you that he was coming along fine.

1. What might be some of the things wrong with Smith—the man who quit?
2. Which of these might you have uncovered in the interview?
3. What mistakes might you have made in the induction?
4. How should you have inducted Smith?
5. Suppose he is right about the clique—that your group does try to discourage new men who are good workers—how are you going to clean up that situation?
6. What are you looking for in an induction follow-up?
7. How do you get this information?

CASE 3

You are in charge of a production department consisting of several crews, each of which is working on a group bonus system. The head of the personnel department has just informed you that he is sending Bill Smith, the son of the big boss, to work in your depart-

ment during summer vacation from college. The personnel head says that the boy is OK and that instructions from the big boss are that his son is to be treated like any other employee.

1. What are some of the handicaps that Bill Smith will have to overcome?
2. What advantages will he have over the outsider?
3. How should he go about making himself a member of the team?
4. What points should you emphasize in his induction?
5. How should you handle the induction of Bill Smith?

CASE 4

Recently you hired J. Gray, an experienced operator who had worked in five different companies in the preceding five years, staying about a year on each job. During the induction interview, while you were explaining the rules and what was expected of him, he did not seem to be paying much attention. Occasionally he interrupted you to say that he felt this job would be the same as his previous ones. When you showed him around, he seemed to be pretty well informed about everything. When you introduced him to some of the other workers and his lead man, his manner was somewhat abrupt.

During his first week on the job you observe him and ask other workers about his progress. You find that he works in an unsafe manner, that he smokes in forbidden areas, and that he stops work much too soon before quitting time. However, the quality and quantity of his work are excellent.

1. What are some differences between inducting an experienced man and inducting a greenhorn?
2. What are some of the things wrong with J. Gray?
3. To what extent could you have suspected these things during the induction interview?
4. How should you have inducted J. Gray?
5. How should you correct him now?

CASE 5

The personnel department has just sent you an applicant—Bill Black—for a job in your section. As you look over his application blank and talk to him, you feel quite sure that he would make a good

assistant supervisor. However, you want to try him out as an operator before you inform him about what you have in mind.

Not one of your present employees is qualified for the job of assistant supervisor. A short while ago you tried out the best one of them in this position. He failed and quit the company; thus you lost a good operator.

Since Black is smarter than the rest of your men, you know that the group will suspect something. You would like to induct him in the regular way and have him get well acquainted with the workers; yet you fear that if he should be promoted in a short time, the workers would think that he was spying on them while he was an operator. That would start him off on his supervisory job with a handicap.

1. What advantages does an outsider have over the fellow promoted from within, in assuming a supervisory role?
2. What disadvantages does he have?
3. How chummy do you want Black to get with the rest of the group if you plan to make him a supervisor soon?
4. How would you handle such an induction?
5. If you were hiring him as an assistant supervisor, how would you induct him?

CASE 6

Because of the scarcity of help, the company plans to try out women as machine operators in the shop. The local labor supply consists of middle-aged housewives and inexperienced girls.

You are in charge of a section using a variety of machine tools, including punch presses. The noise level is quite high. The personnel department sends you a middle-aged housewife as a tryout in your section. She will be the first woman in the shop. You explain the work to her, but she does not know what you are talking about; so you tell her to appear Monday morning ready for work. You plan to start her working on a drill press.

On Monday morning she appears in your office. You take her to the shop, and when you open the door everything is going full blast, and she grabs your arm and tells you that she is too scared to go in.

1. What are some of the difficulties you have to overcome in this induction?

2. How are you going to overcome them?
3. How do you have to modify the regular way of inducting workers in order to meet the above situation?

TRAINING

CASE 1

Recently you were put in charge of a section of office workers. The previous supervisor was transferred because the work coming out of the section was of poor quality and quantity.

As you investigate the situation, you find out that most of the workers are young people with limited experience. They learned their jobs from one another and received no training on the job. You believe that, if you can uncover their weak spots and remove these by training, the situation will be improved.

1. Set up a procedure for determining training needs.
2. What information should be on a training timetable?
3. Make up a training timetable.

CASE 2

You are in charge of shop operations. On account of the shortage of help, it will be necessary for you to train some inexperienced women to operate bench-type sensitive (hand-feed) drill presses.

1. Set down, step by step, the procedure a trainer should follow in training these women.
2. What are the "key" points which will spell success or failure of the above steps?

CASE 3

You are in charge of the milling machine section of a company producing a high-quality hand tool under its own name. Up until a month ago it also turned out the same type tool of lower quality under another brand name in order to meet price competition.

One of your men, Joe Blue, supervised the group of workers handling the milling of this lower-grade tool. The objective of this group was to produce as cheaply as possible with little attention to quality. Joe and his crew worked well together in a slam-bang fashion. Their motto was "Our work may not be much good, but we turn out lots of it."

When increased demand for the high-quality product influenced the company to drop the second brand, Joe and his crew of operators were shifted over to work on the quality product. That was about a month ago. They are anxious to do a good job but are having great difficulty reducing rejects and turning out a quality product. The equipment they are working with is in good shape. You and Joe believe that it will be necessary to retrain the operators on how to do a quality job.

1. What work habits will they have to unlearn?
2. What are some of the problems the trainer will run into?
3. How should he overcome these problems?
4. What qualifications should the trainer have?
5. Set up a training procedure to take care of this situation.

CASE 4

You supervise a group of workers. You train each new worker on the job, using the four-step method. The job is simple, and most employees learn it quickly; however, you are having trouble teaching Joe White, a new employee. Instead of listening to you and following your instruction, he tries to rush through the steps. As a result, he gets everything bungled. You have repeated the steps over and over again, but with little success. You do not wish to give Joe up as hopeless because workers are quite scarce.

1. What might be some of the reasons for Joe's behavior?
2. In terms of these reasons, how should you modify your instruction?
3. Suppose Joe is quite stupid, how should you modify your procedure?
4. Suppose Joe is naturally very awkward, how should you modify your procedure?
5. What are some of the indications that training of an individual is not succeeding and that the trainee should be shifted to some other type of work?

CASE 5

You cannot get one of your girl bookkeepers interested in knowing the *why* of her job. She does good work and is very capable. You believe that she would be one of the best workers in the department if she would learn more of the reasons behind her work instead of treating it merely as routine. You have mentioned this to her

several times, but she indicates that learning all the "theory" is not worth the effort.

1. Is she justified in her attitude?
2. What are some of the benefits to be derived from knowing the *why* of the job?
3. What is the relationship between morale and understanding one's job?
4. How should you go about imparting job knowledge to employees?

CASE 6

You have been in charge of a shop section for the last ten years and have been improving yourself right along by studying at night school. The young man who was just put in charge of the section next to yours is a recent graduate of a trade school.

Your boss asked you to help this young man get off to a good start—to explain company policies and procedures. You have tried, but your efforts have met with only halfhearted acceptance. You are interested in training him because the work of the two sections must be closely co-ordinated. His lack of understanding of procedures has caused a fair amount of trouble already.

1. What parts of a supervisor's job can be learned from books?
2. What parts of a supervisor's job can be taught by fellow-supervisors?
3. What parts of a supervisor's job should be taught by his superior?
4. Since there is a need for co-operation between you and the new supervisor, how are you going to handle the situation?

CASE 7

Recently you were appointed supervisor of a department. The supervisor of an adjacent department has been assisting you a great deal in getting acquainted with the workings of your department. Lately, however, instead of tapering off, he has been telling you more and more how to run your department, even suggesting changes in personnel.

1. What should you say to him?
2. What are the advantages and disadvantages of having supervisors of equal rank instructing one another?

CASE 8

A neighbor—and lodge brother—was made supervisor of the sec-

tion adjacent to yours. In the spirit of friendship and brotherly love, you offered to help him get started. He accepted your offer willingly. As time goes on you find yourself giving more and more advice and help instead of less, as you had intended. Eventually you find yourself virtually running both sections.

This supervisor has come to depend upon you so completely that he runs to you with every minor problem. You have tried to get him to solve his own problems, but he seems to have no confidence in himself.

1. How much of the above situation might be the fault of the new supervisor? Why?
2. How much of the above situation might be your fault? Why?
3. What kind of faulty training makes a person more dependent upon his instructor instead of less dependent as time goes on?
4. How do you build self-confidence in a learner as you train him?

CASE 9

You are in charge of a large section doing office work. All your new girls come to you through the training department. They are turned over to you as being completely trained to do their jobs. However, you receive numerous complaints about the errors these new girls are making. When you approach the training supervisor with a list of recurring errors, she becomes indignant. She tells you that she is a trained teacher—that she is teaching the girls what they need to know and that she is not taking orders from you on what should be taught.

1. What are the advantages of training workers away from the job in a training department?
2. What are the disadvantages?
3. What are the advantages of training workers on the job?
4. What are the disadvantages?
5. How valid is the saying: "Forget all you learned in school and learn the way we do it on the job"?
6. How can the work of the training department and the operating departments be better co-ordinated?

CASE 10

You have been very successful in training men in your department. However, the foreman of another department has been in-

ducing your men to work for him by promising them more merit raises and cleaner work. As a result, your production is falling off, while his is increasing. You have spoken to the chief about the situation, but he tells you to keep up the good training job. Nevertheless, you are more interested in production than in teaching.

1. What should you say to the other foreman?
2. If he has been unsuccessful in training his own men, what kind of a plan could you lay out for him?
3. How should pirating be prevented?
4. To what type of man should training be delegated?

CASE 11

You are a supervisor recently shifted to a department where there is an undercurrent of jealousy between two groups of employees. One group consists of older men who had served a long apprenticeship before becoming mechanics. They feel superior to the second group—men who were set up to the same positions and pay scale without going through the long preliminary training. (This was necessary on account of the scarcity of labor, and the program was agreed upon by both the company and the union.) The members of the first group do not wish to work with the men of the second group and are always criticizing their work whether it deserves it or not. They also resent having to give any help or instruction to the second group. This has led to a decrease in production and prevents the supervisor from distributing the men to the best advantage.

1. Should you differentiate in the classes of work that you give the two groups?
2. Should you keep the groups apart or mix them?
3. Should you bring up the problem to your chief?
4. How can production be increased?
5. What are the advantages and disadvantages of apprentice training?
6. What is the relationship of apprentice training to present-day mass production?
7. Should apprentice training be abandoned, continued, or modified? Justify your answer.

CASE 12

You are a supervisor of an office force which must deal with both top management and the operating departments. You are a great

believer in an extensive training program, teaching each employee as much as you feel he is capable of handling. By so doing you have produced some highly trained men. Top management helps itself to these valuable men of yours—borrowing them and assigning them to special projects or promoting them to higher positions. This leaves you with either an insufficient number of employees to carry on the work or the problem of training a large number of workers all the time—making it very difficult for you to plan or set up a good organization.

1. What are the advantages of continuing your present practice?
2. What are the disadvantages?
3. Should you continue to give such extensive training, or should you assign each employee to one job and teach him just enough to do that job well?
4. What would be a satisfactory arrangement for taking care of the above situation?

CASE 13

Each worker in your department receives two weeks' summer vacation. The periods are staggered so as to make a full-time job for a substitute. The substitute for the last few summers has been a bright young engineer from the office who is being groomed for a managerial position. For the first week or so he works well and is interested, although he never mingles with members of your group. His interest soon wanes, and the quality and quantity of his work fall off. Your group wants to know whether his work is a sample of what it takes to get ahead with top management. At the end of each summer he returns to his office work with more knowledge of the manufacturing processes but with his stock sunk to a new low in the shop.

1. What are the causes of this situation?
2. How can the problem be solved?
3. How would you handle the young man in this situation? What would you say to him? How would you handle the group?
4. What are some of the methods that can be used to acquaint management trainees with the workings of the shop?

CASE 14

Recently you were hired as a safety supervisor and told to set

up a safety department. The company feels it should have such a department because business is expanding and other companies have such departments.

It is becoming apparent to you that one of your most difficult tasks will be to indoctrinate management and the employees as to the benefits to be derived from practicing safety. Management seems reluctant to allow you to take company time to instruct the workers in safe practices. Previous to your coming, safety education was confined to posters on the bulletin board. The severity and frequency rates of accidents have been low, due to luck and the smallness of the plant. You fear that, with expansion of the plant and the hiring of new workers, things will be different.

1. How are you going to sell safety to management?
2. How are you going to sell safety to the employees?
3. What should be the content of a safety training program?
4. How should safety training be taught? By whom?

PRINCIPLES

Induction and training are combined in this chapter because training is a part of introducing a new man to his job. The training considered here is on-the-job training, carried on in the department by the supervisor or his trainer. Induction ends when the new man is adjusted to his work group, but training is a continuous process.

INDUCTION

The induction program is divided into two parts: first, the personnel department introduces the new employee to the company; and, second, the supervisor introduces him to his work group and to his job.

The New Worker

Induction begins in the personnel department at the time the applicant is hired. That is when the personnel interviewer usually gives the new man a booklet or employees' handbook containing the following information:

History of the company

Rules of conduct

Activities of the company	Safety rules
Personnel policies	Employee benefits
Employee activities	

The personnel interviewer goes over this information with the new employee, explaining the various points and giving whatever other information will help the new man feel better acquainted with the company as a whole. This interview may be a day or several days before the new man reports for work.

From here on, induction is the responsibility of the supervisor. If he fails to induct his new workers properly, the program of the personnel department has little meaning to the new man. Being a member of the company means little to a man when he is an outsider or a stranger to his work group. If, instead of being inducted correctly into his work unit and his job, the new employee is left to learn for himself what it is all about, there is a big obstacle put in the way of his becoming a satisfactory and satisfied employee.

Most people have vivid memories of first impressions and sad experiences they had in getting started on new jobs. They can remember the feeling of loneliness, the strangeness of it all, the tiredness after the first day or after each of the first several days, how often they felt like quitting, and how long it took them to rebuild their morale. All this could have been avoided by proper induction.

The average man, when applying for a job, puts his best foot forward. He may exude self-confidence when being interviewed by the personnel department and later when being interviewed by his prospective supervisor. He is doing a selling job—selling his services. After he has closed the deal and is told when to report for work, he starts to worry. Quite a change comes over him while he is waiting to go on the job. He has time to reflect and to ask himself a lot of questions: Was I wise to change from the old job? Will I be able to handle the new job? What kind of people will I be working with? What will my boss really be like? What are my chances of getting ahead of the fellows already established on the job?

The more he thinks about these things, the less sure he is of himself. As a result, the morning he reports for work, instead of being a self-confident seller of his services, he is a scared rabbit, wondering what he has gotten into.

The Supervisor's Role

The supervisor is interested in getting the new man started in a way that will turn him into an efficient worker in the shortest possible time. To do this, the supervisor should know what things are of immediate concern to a new man and should tell him the answers without being asked. The supervisor should explain the job surroundings, the operating rules, the job requirements, and the other things the worker needs to know in order to get started right. The worker with previous experience will have questions in his mind as to how this job ties in with other jobs he has held. The greenhorn will not know what to ask; there are so many things he is uncertain about that he may be afraid to expose his ignorance. The supervisor can base his explanations on what he has found out about the new worker, both from the application blank and from the first interview.

The supervisor must consider the reaction of his group toward the new man. The old workers are not going to welcome a new man with open arms; to them he is a stranger—someone to be suspicious of and perhaps a threat to their security. When a new man comes in, the other workers, particularly the probationary ones, wonder what that means to them. Thoughts such as these come to their minds: Could he be here to replace me? Can he be trusted? Will he be a snooper? It is necessary for the supervisor to anticipate such possible reactions and inform his people about the new man before turning him loose in the section.

The Induction Procedure

The supervisor's part in the induction procedure might be divided into the six following steps:

1. Put the man at ease and show interest in him.
2. Explain the work of the section and the part he is to do.
3. Let him know what is expected of him.
4. Show him around and introduce him to his fellow-workers.
5. Turn him over to a sponsor or competent instructor.
6. Follow up on his progress.

Step 1. Put the Man at Ease

When the new man reports for his first day on the job, greet him

by name and settle down for a chat with him. Appear unhurried, in order to show him that you consider this meeting important. Break the ice by mentioning something you remember from his application blank or the application interview. Take this opportunity to show him that you are interested in him as a person—that his problems, his hopes, and his ambitions mean something to you. This meeting sets the tone for all your future contacts with him.

Then go over some of the general points covered in the handbook. Narrow the subject to the advantages of working in this particular section. Get the man to talk about himself and his experience; then show him the relationship of his experience to the new job.

Step 2. Explain the Work of the Section

Start by telling the man about the job that *he* is to do. This is what is of greatest interest to him, and, if you start telling him about other things first, he will be wondering about his job and how it fits into all this, instead of paying close attention to what you are saying. After you have told him about what he will be doing, then show him how his job fits into the purpose of the section and how the functions of the section fit into the organization as a whole.

Tell him about the importance of his job, what opportunities there are for getting ahead, what kind of training he will get, and what kind of men he will be associated with. If there are good opportunities for advancement, tell him about them; if the opportunities are limited, do not oversell them.

Step 3. Let Him Know What Is Expected of Him

This is the time to let the man know that it is necessary for him to do a satisfactory job if he is to become a permanent employee. Start with the job description and go over it in detail with the worker, so that he understands beyond question what are his duties and responsibilities. Then tell him about the standards of work performance—how much and how well the job must be done for satisfactory performance.

Next, go over an employee-evaluation sheet with him, explaining the meaning and importance of the factors on which he will be rated. Tell him the part that employee evaluation plays in getting ahead.

Then explain the rules of conduct and the customs of the section. Tell him about starting and quitting time, rest periods, lunch periods, smoking rules, reporting sickness, and the like. Let him know that he is expected to get to work every day and be on time. Tell him how he is expected to take care of his equipment. Emphasize safety.

Let him know his responsibilities about giving value for pay received, conducting himself to reflect credit upon the organization, observing rules, and meeting his fellow-workers halfway. Be sure to tell him about payday: how and when he gets his check, and how many days of work this first check will cover.

Step 4. Show Him Around

Take the new man through the section and point out the wash-room, the timeclock, the first-aid station, and the areas in which he can smoke.

If possible, let him watch workers performing jobs similar to the one he will be doing. Next bring him to his own workplace and introduce him to some of the people he will be closely associated with; tell him a little about each one so that he can become acquainted easily.

Step 5. Turn Him Over to a Sponsor

If the worker is to report to or be responsible to someone intermediate—such as a lead man—introduce the two men in a way that makes clear to both of them the superior-subordinate relationships.

If the new man has experience doing this or similar work, the supervisor—or the lead man, if there is one—should start the man on the job, giving him safety instructions. Observing the way the new man does the job will indicate whether or not he needs training. If the new man is inexperienced or has not been doing this type of work for quite a while, he should be turned over to the trainer, who will teach him the correct way of doing the job.

Normally, the supervisor is too busy to spend any additional time with the new worker and turns him over to a sponsor—one of the older employees—who assumes the responsibility of looking after a new man until he has become established. The sponsor goes to lunch with him for the first couple of days, introduces him around, and an-

swers a lot of questions that a new employee would hesitate to ask the supervisor.

In a small company the lead man, the sponsor, and the trainer may be one and the same person. In many places the supervisor is the trainer, but it is rather difficult for him to play the role of sponsor.

Step 6. Follow-Up

It is the supervisor's responsibility to keep himself informed on how the new man is doing: so observe the newcomer to see how he is adjusting to the group, watch his behavior, and ask the other workers about him.

Observe his job performance from time to time, check his production, and let him know how he is doing. See how he responds to training and what additional training may be necessary or what difficulty he may be having that can be cleared up by an explanation.

Correction and training are much more effective at this time than they would be later when improper performance has become a habit or undesirable attitudes have become established.

This six-step procedure might appear to be time-consuming, but it saves time in the end, because it shortens the time otherwise needed for a man to become a satisfactory and satisfied employee. Good induction cuts down the number of first-day or first-week quits. It starts workers off with a high morale, and it sustains that morale.

TRAINING

On-the-job training—or job training—means training at the workplace by the supervisor or someone he has chosen as a trainer. It is training conducted in the shop by shopmen—not in a training department by professional instructors.

Choosing a Trainer

The supervisor as a rule knows the jobs and men in his department better than anyone else does, but he is not necessarily the best man for the training job. Because of his nature and his job, he is in most cases a man who is always in a hurry to get things done. In most instances, he lacks the time and the patience to do the pains-

taking work that teaching requires. Also, it is difficult to break down the barrier between superior and subordinate to the point where the learner can relax. In the presence of the boss, learners are often tense, afraid to make mistakes, afraid to be informal, afraid they are being judged, and afraid to ask questions that they would feel free to ask of someone else.

In many cases it is better that someone other than the supervisor act as the instructor. In most departments there are old hands who have slowed down and who, with a little training, could be made into good trainers. These are men who really know all the angles of the job, who have good attitudes, who have an interest in people, and who may have gained patience through teaching their children.

The quality of training depends to a great extent upon the effectiveness of the trainer. The main qualifications for success in the art of training are: knowledge and the ability to transmit it, patience, high morale, and the ability to build confidence.

The man chosen for job-training work needs to know thoroughly the job that he is to teach, and he also must know how to break that job down into teachable parts. He must know the *why* for each of these parts. He must be able to transmit this job information by explanation and demonstration so that the learner can understand and do.

The trainer must know how to improvise when unusual situations occur. He must be able to take everything calmly and to build up the learner's self-confidence.

Much of the success of teaching comes from attitude. The trainer must have a strong liking for teaching. He must have a deep interest in having the learner succeed. He must have a good attitude toward the company, the department, the work, and the workers. The trainer must have patience; he must have the ability to correct mistakes that occur again and again. He must repeat instructions time and again, changing the approach and the emphasis to fit the learner. He must encourage the worker when progress is slow. He must be able to create and maintain the desire to learn.

Job Training Is Continuous

Job training is never really finished because the situation is always changing and making new demands in terms of training. New and different skills are required when workers are transferred from one

job to another, when they are upgraded, when new types of machines are introduced, or when there are changes in the materials, in the product, or in the quality requirements.

The average worker doing the average job is not a trained mechanic who has served an apprenticeship and has years of experience behind him as a journeyman. Instead, he is a fellow who has shifted around, doing skilled tasks of one type in one place and of another type in another place. He may have received some training, but in many cases he has learned by watching the other fellow and by using the trial-and-error method. Some of his operations are good; others are poor. He gives little thought to acquiring high skill. Anyone observing a number of men doing the same type of work will see them using all sorts of methods; they cannot all be the best method of doing the job.

When there is no training program, the new man comes in and gets onto the way of doing things by watching the fellow next to him and perhaps asking questions. He is primarily interested in getting the job *done*—not in doing it in a smooth and efficient manner. He will turn out a quantity and quality good enough to get by, with not much concern about keeping scrap to a minimum, handling the equipment carefully, or working in a safe manner.

When a man is trained on the job, he is taught the correct and safe way to do the job. He is told the quantity and quality requirements. He is shown how to operate the machine in the manner for which it was designed.

The trained worker feels that he is the master of his job rather than that the job is master of him. He has confidence in himself; he has skill and ease of operation; his work requires less effort. He is proud of himself; he has increased earning power and a feeling of security. He is ready for the next step upward. Such a man has higher morale than the man who has a continual struggle with his job.

Uncovering Training Needs

The purpose of training on the job is to supply workers with the know-how necessary for the successful performance of their assigned tasks.

If a new employee has no experience, it is necessary to train him in all parts of his job. If a new man claims to have experience, he

should be started on the job and observed closely to see whether he can handle it and to determine whether he needs training to enable him to do it in the safe and correct manner. The supervisor—or the trainer—in observing the man, can detect incorrect work habits and, if they are few, can show him immediately how to do these steps correctly. However, if the new man has a number of unsatisfactory work habits, he should be handled like a beginner and taught how to do the job step by step.

Many work difficulties have their origin in lack of training, but training is not a cure-all. When things go wrong, the supervisor should suspect other causes before he decides that training is the answer: Is selection poor? Is the wrong man on the job? Are wages low? Is equipment run down? Are working conditions unfavorable? Is supervision lax? Are attitudes bad? If the trouble cannot be charged to any of these causes, then the supervisor can assume the following conditions indicate a need for training:

1. Standards of work performance not being met
2. Accidents
3. Excessive scrap
4. Frequent need for equipment repairs
5. High rate of transfer and turnover
6. Too many people receiving low ratings on employee-evaluation reports
7. Many people using different methods to do the same job
8. Excessive fatigue, fumbling, discouragement, and struggling with the job
9. Bottlenecks
10. Deadlines not being met

The supervisor or the trainer should investigate the job or jobs involved in any of these conditions and observe the performance to determine what training is necessary. If close observation does not uncover the difficulty, the supervisor or his trainer should make an analysis along the following steps:

Step 1. List the duties and responsibilities or the tasks of the job under consideration, using the job description as a guide.

Step 2. List the standards of work performance of the job.

Step 3. Compare actual performance against the standards.

Step 4. Determine what parts of the job are giving the worker trouble—where is he falling down in his performance?

Step 5. Determine what kind of training is needed to overcome the specific difficulty or difficulties.

Some Principles of Learning

The efficiency of on-the-job training can be greatly increased if the trainer will keep in mind some principles of learning and use them when he is instructing.

His first job is to create interest. In order to learn, people must be interested in what they are learning, they must want to learn it, and they must see that they will profit from learning it.

People have difficulty in learning something that is strange to them. They need to relate the new thing to something they already know—either by points of similarity or by points of contrast. They need to know the *why* of what they are learning.

They have to have their interest kept focused on what is being taught. People learn in small doses; they cannot—even if they want to—attend to many details at the same time.

Anxieties and fears must be reduced to a minimum during the learning process; people who are disturbed emotionally have difficulty in learning. Learners must build up confidence in themselves by seeing that they are making progress. However, there are plateaus or levels in the learning process during which time no progress seems to be made. During such periods the habit pattern seems to be in the process of setting; then progress starts again. The trainer should be patient and encourage the learner during these levels or plateaus. Also, the trainer must remember that some people learn faster than others.

Participation is essential to learning. People learn through their senses: they see, they hear, they do. They see the thing done, they hear the description and explanation of how it is to be done; then they do the thing themselves, doing it over and over again in order to form a habit pattern so fixed that it is automatic.

The Four-Step Method of Job Training

Many supervisors and trainers are familiar with Job Instruction Training (JIT). It is founded on the principles of good teaching and is used as the basis for the following discussion.

Before the instructor starts to instruct, he must have his whole program worked out in advance. He has to determine which men need instruction, how much they need, and when they can be fitted into his schedule. This calls for the making-up of a training timetable.

After determining what training is necessary, the trainer must

set up the instruction in a teachable form. This can be accomplished by using a job-breakdown sheet. On the left-hand side of the sheet, he should list the "steps" and on the right-hand side of the sheet he should list the corresponding "key" points. The steps constitute the *what is to be done*, and they are set up in the sequence in which they are to be performed. Opposite each step is listed its key points—*what the worker must know in order to perform the step successfully*. Key points include such items as a quality requirement, a safety precaution, the "feel" of a micrometer, or the angle at which to use a handsaw. They are the items which make or break a job.

By planning his instruction procedure in advance, the trainer will be able to move from step to step. He will foresee many of the difficulties the worker will run into and be prepared to guide the learner through them. It is also necessary to have all the equipment ready, so that there will be no delays when the actual training begins. The workplace should be carefully prepared—everything clean and orderly—to set the correct example from the start and let the learner know how he is expected to keep it.

The trainer is now ready to start instructing according to the four-step method:

Step 1. Preparation of the Learner

1. Put the worker at ease—relieve the tension.
2. Create interest—encourage questions—find out what the learner already knows about this job or other jobs.
3. Explain the why of the whole job and relate it to some job that the worker already knows.
4. Place the learner as close to the normal working position as possible.

Step 2. Presentation of the Operation

1. Go through the job at the shop pace.
2. Go through the job at a slow pace several times, explaining each *step*. Between runs, explain the difficult parts or ones on which errors are likely to be made.
3. Go through the job at a slow pace several times, explaining the *key points*.

4. Have the learner explain the *steps* as you go through the job at a slow pace.

5. Have the learner explain the *key points* as you go through the job at a slow pace.

Step 3. Performance Tryout

1. Have the learner go through the job several times slowly, explaining to you each *step*. Correct his mistakes and, if necessary, do some of the complicated steps for him the first few times.

2. Have the learner go through the job several times slowly, explaining to you the *key points*.

3. The trainer runs the job at the shop pace.

4. The learner does the job, gradually building up speed. As soon as he demonstrates that he can do the job, put him on his own, but do not abandon him.

Step 4. Follow-Up

1. Designate to whom the learner should go for help if he should need it or if he should need to ask questions.

2. Decrease supervision gradually, checking his work from time to time.

3. Correct faulty work patterns that begin to creep into his work, and do it before they become habits. Show him why the learned method is superior.

4. Compliment good work; encourage him, and keep him encouraged until he is able to meet the quality and quantity standards.

CONFERENCE TOPIC

STARTING THE NEW EMPLOYEE

FOLLOWING UP ON THE JOB

Induction

1. Do your new employees understand the safety regulations? The rules of conduct?
2. Do you tailor your induction procedure to fit the man being inducted: The greenhorn? The transferred employee? The experienced worker?

3. Do you take enough time to do a good job when inducting a new man?
4. Does each new employee know what is expected of him for satisfactory performance?
5. Do you put enough emphasis on fitting the new employee into the group?
6. Does each new employee know the extent of his authority and responsibility?
7. Does each new employee know exactly who is his immediate boss?
8. Do you follow up on the new employee closely enough?
9. Do you encourage him?
10. Do you let him know where he stands?
11. Do you have a high rate of quits among new employees?

Job Training

1. Do you recognize the symptoms of lack of training?
2. Do you know how to uncover training needs?
3. Do you investigate the training needs of regular workers as well as those of new workers?
4. Does the person doing the training understand and follow the principles of learning when he is instructing?
5. Is the person doing the training in your section the one best qualified to be doing it?
6. Does the trainer have everything prepared in advance before he starts to train a man?
7. Does the trainer use the four-step method of job training?
8. Is safety stressed enough in training?
9. Do you follow up on the effectiveness of training?

14. TRANSFERS AND PROMOTIONS

CASE STUDIES

TRANSFERS serve as the means of moving a man to a job for which he is better fitted. If initial placement turns out to be poor, better acquaintance with the worker makes it possible to shift him to a job for which he *is* suited. People change in interests, ambitions, attitudes, knowledge, skill, and physical condition; even though they were once well fitted to their jobs, they may not stay that way. Jobs change and business conditions change, making necessary or desirable the moving of men from one job to another. Since transfers usually involve some loss of production and some training costs, their use should result in a benefit to the company and to the worker; they must be controlled by company policy, in order to prevent abuses of the system.

Promotions serve the purpose of moving people to jobs on which they can use higher skills or greater judgment. If the company does not fill positions by promoting from within, the better employees will leave and go elsewhere for opportunities. The supervisor's most difficult job in promotions is to detect supervisory abilities in rank and file workers whose jobs give them almost no opportunity to exercise or display such abilities.

CASE 1

Because of improved business conditions, the company is expanding; so are other companies in the community, resulting in competition for many different kinds of workers.

In order to build high morale and to prevent employees from leaving, the company is being very free in allowing workers to transfer from one department to another. The situation seems to have gotten out of hand. Everyone in the organization is on the move; employees are continually shopping for new jobs, supervisors are pirating workers, and friends tell friends about opportunities in other departments. Workers are hardly trained for one job before they shift to another job and have to be retrained.

1. What are some of the advantages of allowing employees to transfer freely?
2. What are some disadvantages?
3. How can "shopping" be discouraged?
4. How can pirating be discouraged?
5. Set up some policies to control transfers.

CASE 2

Joe Smith has been in your inspection department for the last five years, during which time he has been doing good work and getting periodic raises so that he is earning a good wage. About four years ago he developed an interest in radio, and he has an amateur radio station at home. On the few occasions when he tried to transfer into the radio experimental department, the supervisor always turned him aside with some excuse or other. About six months ago a new supervisor was put in charge of the radio experimental department. He offered Joe a job but told him that the pay his skill could command in this or any other company would be about half his present pay rate.

Joe tells you that he is disgusted, that he tolerated his present type of work in the hope of getting into radio work eventually, and that now he finds he can't make the financial sacrifice. His work is suffering.

1. How would you go about solving this problem?
2. What should you say to Joe?
3. How could this situation have been avoided?
4. If Joe's work does not improve, should he be terminated?

CASE 3

The toolroom has three employees, and you are to select a supervisor for it. One possibility is a young toolroom worker who has made

a very good record in the short time he has been with the company. He is capable, intelligent, a good worker, and a born leader.

The other possibility is a man who has been working in the tool-room for a number of years and who could handle the job, but he is a slow learner and lacks leadership ability. There is no seniority clause in your labor contract.

1. How important is leadership in the toolroom?
2. Which man are you going to promote? Why?
3. What are you going to say to the man who is not promoted?
4. What weight should be given to seniority?
5. What weight should be given to merit?

CASE 4

Recently the personnel department asked you to accept Joe Brown as a transfer into your section, in order to give Joe one last chance to make good. He has a wife and three children and has been with the company a little more than a year, working on a punch press. He claims that the noise of the presses tires him out and that he is afraid of getting hurt. His output has never been satisfactory.

You know about Joe. He has the nickname of "Lazy Joe." Most of the workers wonder why he wasn't fired long ago. You are willing to give him a last chance on account of his wife and children. Your section does light machine work.

1. Should the personnel department ask you to take Joe? Justify your answer.
2. What should you say to Joe when he is transferred to your section?
3. How would you induct Joe?
4. What would you say to the other workers? Justify your answer.
5. To what extent should "lemons" be transferred?
6. If a man has been transferred as a misfit three or four times, what are his chances of making good?

CASE 5

Bill Jones, the supervisor in charge of another section, habitually comes over to your section to chat with your men. It seems that his section does not require his presence all the time; so he spends many afternoons in your section, being one of the boys. Your men are beginning to think that you are too strict with them; several of them have already asked to be transferred to Jones's section.

1. What are some of the methods you might use to discourage Jones?
2. If you are not successful, should you consult your boss?
3. What are some of the ways to discourage pirating?
4. What are some of the advantages and disadvantages of familiarity between supervisors and workers?
5. Where should the line be drawn?

CASE 6

It is the policy of the company to rotate first-line supervisors periodically, so that they will have the opportunity of getting acquainted with the various activities of the organization. However, the full value of this plan is not realized because a great deal of time is spent getting these men adjusted after each move.

1. What are the advantages of rotating first-line supervisors?
2. What are the disadvantages of rotating first-line supervisors?
3. What are the adjustments that have to be made?
4. How can each of these adjustments be made easier for the first-line supervisors?

CASE 7

A superintendent of an operating division resigns, creating a vacancy that must be filled with the least possible delay. Top management knows about a good man who could fill the job; he is now doing similar work in another company.

The supervisors in the division believe that the position should be filled by promotion from within. Such a promotion would necessitate moving two other men, so that actually three men would be promoted along the line. The supervisors contend that hiring an outsider would have a serious effect on morale and cause greater disturbance than promoting three men within the division.

1. What are the advantages of promoting from within?
2. What are the disadvantages?
3. What are the advantages of recruiting management men from other companies?
4. What are the disadvantages?
5. What should top management do in this case? Justify your answer.

CASE 8

You are a first-line supervisor in the assembly section of the production department of a large company mass-producing electrical equipment. More and more workers are being added to your section, and you are nearly swamped with work.

The other day your boss told you to look over the qualifications of your workers with the idea of selecting an assistant for yourself. He says that when he approves of your selection, you can start training the man to take over part of your load. If things work out well, you might get a promotion.

1. What are the main differences between supervisory and rank and file jobs?
2. How are you going to uncover the necessary supervisory qualifications among members of your work crew?
3. What duties would you assign to your assistant?
4. Set up a procedure for training a man to be your assistant.

CASE 9

You are a first-line supervisor in the production department of a company manufacturing vacuum cleaners. The plant has about one thousand employees. It uses modern methods and equipment.

Recently your boss complimented you on the performance of your group. Also he said that from time to time there are opportunities for people who are prepared to move into middle-management jobs. You asked him what openings might develop and how a man should prepare himself, but he side-stepped the questions.

1. What might be some of the reasons why your boss might not want to commit himself?
2. What are some of the differences between the activities of middle management and first-line supervision?
3. How should a man go about preparing himself for a middle-management job?
4. How should men be selected for middle-management jobs?
5. How should management prepare men for middle-management jobs?

CASE 10

Bill White, one of the men in your shop, is an excellent mechanic, and he has more seniority than any other man in the group. You (the

foreman) never could get along with him; your personalities clash every time you are together. The superintendent thinks White is a good man and has called you in to talk about promoting him to be your assistant. You tell the superintendent of your dislike for White. He says that, since personal likes should not influence promotions, neither should personal dislikes; the company's needs come first.

1. Evaluate the superintendent's reasoning.
2. If you have to make White your assistant, how would you train him?
3. Suppose you cannot get him to co-operate with you, what should you do?
4. What are some of the work problems that might arise when there is a personality conflict between a foreman and his assistant?
5. How should you go about warding off any such problems?

CASE 11

You have been training an understudy for several years, but he is becoming dissatisfied. He tells you that in other departments people without his qualifications and seniority are moving up the line faster than he is.

He is a good man, and you do not want to lose him. His pay is not much less than yours. You do not see much opportunity for either of you to move ahead in the near future.

1. How should you handle the situation?
2. How could the situation have been avoided?
3. Develop some policies for promoting from within.

CASE 12

Mr. Smith, aged sixty, has been with the company for the last fifteen years as a first-line supervisor. Lately his age has been handicapping him; he is absent frequently, and his memory is failing. During his absences the assistant takes over; in fact, the assistant does most of the work even when Smith is on the job.

Because of periodic raises over a number of years, Smith is receiving good pay. There is quite a spread between his salary and that of his assistant. This annoys the assistant, who says that he does the work but Smith gets the pay.

Smith has been a faithful employee. He is well acquainted with the

personnel and the policies of the organization. He will not be eligible for retirement until five years from now.

1. Should Smith be demoted and his assistant put in his place? Justify your answer.
2. Should the situation be allowed to continue? What might be some of the consequences?
3. What should you do with Smith?
4. What should be done with the older supervisory employee who is no longer able to do his job efficiently?
5. What should be done with the older rank and file worker who is no longer able to do his job efficiently?

CASE 13

John Green, a middle-aged man, has been a first-line supervisor under your jurisdiction for the last five years. He and his crew do an excellent job. He is by far the best man under you. You would like to make him your understudy so that he could take over your job if you should be promoted.

You tell him of your plans. He replies that, if it would not make much difference to you, he would prefer to remain on his present job for the rest of his life. You ask him why. He says that for the last several years work has been a pleasure to him—he has everything under control, he knows his men, they know and respect him, he is getting good pay, the company knows that he is doing a good job, his house and his car are all paid for; so why should he get ulcers?

1. What are the advantages of having men like Green at various levels in the organization?
2. What are the disadvantages?
3. Is Green justified in his attitude? Explain.
4. Should you encourage Green to try to advance in the organization? Why? Why not?
5. Do you think that Green would be offended if you promoted some less successful supervisor to be your understudy?
6. Are you justified in accepting a second-best man to be your assistant?

CASE 14

About six months ago you promoted Jim Jones—a first-class mechanic—to be first-line supervisor over the group he had been working

with. You gave him the same type of training that you gave the other supervisors, but he is failing on the job. Production in his section is low; tardiness and absenteeism are high. His main difficulty is that he cannot discipline his men. He does not seem to be able to reprimand; he is apologetic and soft-hearted. The men call him "Casper Milktoast" behind his back.

Jones is well liked by the other supervisors. Recently he purchased a house in the neighborhood where several of them live.

You are afraid that, if you demote him, his pride will be hurt and he will quit. You do not want to lose a good mechanic.

1. What might have been some indications that Jones would turn out to be a poor disciplinarian?
2. How can you make a man into a good disciplinarian?
3. What arguments can you give Jones so that he will accept a demotion and not leave the company?
4. Give the advantages and disadvantages of making a man the supervisor over a crew that he has worked with.

PRINCIPLES

TRANSFERRING EMPLOYEES

Transfers are the means of moving workers to jobs on which they can better utilize their abilities. Transfers are also the means of making adjustments to meet the company's manpower needs and to meet the needs and interests of the employees.

Shifting workers from one job to another within the organization costs money—the amount spent in training a man for another job and the production loss while he is learning the new job, and probably the same two costs for the man who will replace him on his old job. Shifting is further complicated by differences in status and pay rates between the worker's present job and the one to which he might be moved.

Shifting Workers within the Department

The supervisor has to weigh the costs when he is considering shifting men from one job to another within his department. The worker whose abilities slate him for advancement into management might be moved from one job to another within the department for

two reasons: first, to gain a wider job knowledge and, second, to be gotten out of a blind alley and placed in a position from which promotion is a logical and likely step.

If a supervisor made a mistake in fitting a man to a job, he may be able to correct it by moving the man to another job in the department and training him for it. Fitting men and jobs is not an activity to be forgotten after it has been done at the time of initial placement. Jobs and men change; therefore, it is necessary to continue studying the man and his job and to make changes in order to utilize fully the capacities of people and thus have the right man on the right job.

Physical disabilities can incapacitate a man for his present job. A man might become partially disabled because he had lost an eye doing a shop operation. If the man were returned to the same kind of work, a second exposure to the hazard might result in an accident to the remaining eye, blinding him and making him totally disabled. Employees may have accidents off the job, their health may fail, or they may slow up from old age. The supervisor should try to get these people moved to jobs that they can handle.

Sometimes a man will take any job in order to get his foot in the door. If he proves his worth, he should not be deprived of the opportunity of doing the type of work that he is best suited for.

Occasionally a man will have special skills for which there was no demand when he was hired. When the opportunity does arise, the supervisor should shift the man into the job in which he can use his highest skill.

Sometimes a man's interests may be along a different line than the job he is doing. He may be going to school at night preparing himself for a type of work entirely different from the job he is on. The field in which he is studying may require several years of preparation, during which time he is being upgraded and receiving raises on his regular job. Then when he wants to change over to the type of work he has been preparing for, he finds that he has to start at the bottom at a low salary. Rather than make the financial sacrifice, he may remain on his present job, discontented and discouraged. The supervisor can prevent misfits of this kind by keeping in close touch with his men, keeping informed of their ambitions and their outside training, and arranging to shift them into jobs that are related to their fields of training.

Changes in product often make it necessary to shift men from one job to another. Changes in business conditions—either expansion or contraction—make shifting desirable.

Transferring Workers Out of the Department

When a worker should be shifted but the right job for him does not exist in the department, the supervisor should avail himself of the services of the personnel department in getting the man placed in another department on a job for which he is suited.

Often transferring workers to another department is a means of solving human relations problems. In any group of people working together, there are bound to be personality clashes. If they are minor, people learn to adjust to one another, but occasionally there arises a situation in which two people cannot get along with each other, no matter how they try; then their work suffers, and they should be separated. Such a separation is especially desirable when there is conflict between a superior and his subordinate. No superior should be expected to keep under his jurisdiction a subordinate who is a constant irritation to him or whose actions are continually hindering him. The supervisor should first look upon the man as a challenge to his skill as a leader and try to win him over; if he cannot do it, then he should have the man transferred.

Occasionally a worker who is a failure in one department and should be fired can be saved to the organization by a transfer to another department. Under such circumstances, the supervisor should tell the personnel department the whole story about the man and ask to have him placed elsewhere in the organization. Such a worker should be told the truth about his transfer—that he is being given a chance to make good and that this is his opportunity to prove that he has been misjudged. Sometimes such people change; but, if they do not improve after one or two such transfers, serious consideration should be given to terminating them.

Whenever a person is transferred, he should be told the reason. He should have the opportunity of protesting a transfer. Knowing the *why* of a transfer—no matter what it is—is better than not knowing, because a person transferred without knowing the cause gets quite a shock to his feeling of security. A person transferred to a new department should receive an induction that will enable him to adjust easily and achieve satisfactory performance rapidly.

Workers often initiate the requests for transfers, either requesting them of their supervisor or by-passing him and going directly to the personnel department. When the supervisor is by-passed on such requests, he should ask himself whether he has been showing his workers that he has their interests at heart—if he has been holding onto men when he should have been taking the initiative in helping them transfer to jobs better suited to them. When a number of workers request transfer out of a department, the supervisor should suspect something wrong in the department and take action to correct it.

The Need for Policies to Govern Transfers

Top management has to set up policies and procedures to govern transfers. The procedures are simply to assure that transfers are handled in an orderly manner. The policies are a protection against abuse of the system; the company wants to protect itself against the excessive costs of retraining workers and the instability resulting from uncontrolled shifting. Workers need to be protected against being moved around against their wills or being held back from availing themselves of opportunities for which they are suited. If the plant is unionized, policies will need to be compatible with the union agreement.

Policies should be set up in such a way as to discourage supervisors from pirating workers and to discourage workers from shopping around for new jobs in other departments just for a change. Transfers should not be allowed to become a means of escaping responsibilities—either by the supervisors or by the workers.

Policies should control the matter of transferring workers who are laid off because of slack in one department while another department is recruiting help. Another phase of transferring that should be covered by policy is the shifting of partially incapacitated workers to jobs on which their injuries or impaired health will be no handicap.

Policies should guide transfers so that they are beneficial to both the company and the workers.

PROMOTIONS

Not everyone in the organization is anxious to become the big boss.

The personnel might be divided into three groups: those who are not interested in advancing, those who are interested in rising to a certain level and staying there, and, finally, those who are interested in fighting their way to the top. In any well-balanced organization there is room for all three groups. Many an employee does not wish to, or is unable to, assume authority and responsibility; yet he can be a top-notch worker.

A man may rise to the first, second, or some other level of supervision and want to remain there; he may like to operate at that level. He has a good team, has everything under control, and is operating at or near his capacity or else has fulfilled his ambition. He is stable and can always be depended upon. He handles his group with skill and has his men working efficiently. He and they are happy working together. Such a man is valuable right where he is: he should get recognition for the good job he is doing. He should be made to feel secure in that job and not be pushed to advance to a higher job. He is a carry-the-load man who has found the spot at which he is happiest and can operate the best.

Finally, there is the man who is pushing his way through the organization toward the top. He is the spark plug, the man with daring ideas, the man who is pushing the organization forward, the man who is going to land on top of the heap if he doesn't make too many mistakes.

The successful organization needs a good mixture of all three ingredients—the workers who want to stay put, the carry-the-load supervisors, and the men on their way to the top. Policies governing promotion should take into account all three types of employees. For those men who want to advance there should be fairly definite paths of promotion through jobs within a department and from one department to another.

Advantages and Disadvantages of Promoting from Within

Promotion stimulates a man to greater effort, enables him to develop to his capacity, and keeps him from leaving the company to seek opportunities elsewhere. A policy of promotion from within builds high morale because employees can see that extra effort is rewarded.

When a man moves up the line, he brings with him knowledge and experience gained in the jobs he handled in the company on his

way up. He knows the way the company operates, the way its people operate, the policies and problems of the organization, and what has and has not worked in the past. His closeness to the organization is a mixed blessing, though; he is not a new broom or new blood; he is not bringing in the fresh viewpoint or the new ideas that come with an executive recruited from another company. Disadvantages of inbreeding can be overcome to some extent by getting new ideas from outside sources—evening-school courses, books in the management field, trade publications, professional meetings, and business clubs.

Promotions must be made with great care because mistakes are hard to rectify. Whenever a man is promoted, someone else may be disappointed or jealous. If the wrong man is chosen for the job, there are charges of favoritism. If the man chosen does not have the ability to fill the job, the efficiency of every man under his command is impaired. If he has to be replaced, there is the problem of what to do with him; it may be impossible to put him back on his old job. If he leaves the company, then a man is lost who was at least good enough to be considered for promotion.

The Job to Be Filled

The promoting that the supervisor is concerned with is the raising of a subordinate to a position entailing the exercise of supervisory authority. When a superior is planning to promote a man to the position of being his assistant, one of his assistants, or an understudy, the superior should study very carefully the actual content of the job he has under consideration. There may be a written job description of the position, but it may not give a true or complete picture of the job.

Supervisory positions have their origins in the need to delegate authority and responsibility. The kind and degree of delegation will vary from one job to another on the same level of authority; some superiors will delegate a lot of authority and responsibility to their subordinates, while other superiors will not delegate very much. Some superiors will delegate more to some assistants than to other assistants. Also, there are differences in the kind of authority and responsibility delegated. The superior generally starts by delegating routine activities, holding for himself the more difficult tasks and the ones that he likes to perform personally. Thus it may be seen that the content of supervisory positions is greatly influenced by the

superior. Each superior should make a careful study of the content of the jobs of his subordinate supervisors and determine what he expects of them before he starts looking for men to fill these positions.

Choosing the Man

Choosing a worker from the rank and file and promoting him to the position of first-line supervisor is complicated by the essential difference between rank and file jobs and managerial jobs. The rank and file worker is producing something tangible; the quality and quantity of his work can be measured more or less accurately. His dependability, attitude, initiative, co-operativeness, and some other characteristics can be determined to some degree from his employee-evaluation sheets. However, there is no way of determining *his ability to get work done through others*. In a rank and file job he has not been called upon to use supervisory skills. Perhaps he has had some experience as a lead man, but this is a very limited indication of supervisory ability.

Broadly speaking, people in management must have technical, social, and organizing skills. They must be able to make good decisions in relation to work problems. They must be able to motivate people to co-operate in carrying out these decisions. They must be able to organize the resources put at their command.

The supervisor who is choosing a worker for promotion must be able to find in the worker some indications of those qualifications. A worker's background and the way he solves his work problems will indicate his technical skill. His social skill will be reflected in the way he gets along with people—the way he assumes leadership in the group and the way the group depends upon him. His organizing skill will be indicated in the way he plans his work and in the way he gets others to work with him.

Training a Man for a Supervisory Job

The big boss used to think he could go into the shop on Monday morning and pick out from the rank and file a worker to take the place of the supervisor who quit or dropped dead over the weekend. Such a practice might not have been too bad when shops were small and industrial life was simple. But today, with the complica-

tions of mass production and specialization, supervision is more than bossing a gang. A man cannot learn the business of supervision by trial and error; such a process is too slow and too costly.

Today's supervisor needs both formal and informal training. It is necessary that he know how the management team operates—that he understand and apply the principles relating to management's job: planning, organizing, directing, co-ordinating, and controlling. He must know the organization structure. He must operate within policies, procedures, and rules. He must observe the chain of command. He must communicate effectively. He must co-operate with his associates.

He must know how to manage his supervisory job through planning, improving methods, setting up standards of work performance, and evaluating his employees.

He must build his work team by understanding his workers, fitting men and jobs, inducting correctly, setting up training programs, and shifting men onto jobs that utilize their highest capabilities.

He must be able to maintain his work group by the exercise of supervisory leadership, by proper handling of discipline, tardiness, and absenteeism problems, by solving gripes and grievances, and by developing high morale.

All this is a big order, but it is necessary to the modern supervisor as a member of the management group. The training to prepare a man for such a job can be gotten most rapidly from formal study, such as evening classes, in-plant courses, and supervisory training conferences.

The man starting out as a supervisor also needs informal or on-the-job training from his boss.

If you, as a superior, were training a subordinate for a supervisory position, you should:

1. Start him on some of your more routine activities.
2. As soon as possible, give him complete authority and responsibility for some phase of the work—give him some task he can call his own.
3. Show him how you analyze and solve some of your management problems.
4. Show him how to plan his work.
5. Let him know the *present* extent of his authority and responsibility.
6. Let him know what *will be* the full extent of his authority and responsibility.

7. Increase his authority and responsibility gradually.
8. Keep others informed of his authority and responsibility.
9. Correct his mistakes as they occur and show him how you would handle the situation.
10. Keep him advised of your problems.
11. Get him acquainted with your associates and your boss.
12. Teach him to come to you with decisions instead of for decisions.
13. Protect him from short-circuiting.
14. Back him up.

CONFERENCE TOPIC

UTILIZING THE ABILITIES OF MEN

FOLLOWING UP ON THE JOB

Transfers

1. Do your employees have any special skills that they are not using but which are needed elsewhere in the company?
2. Do you keep yourself informed about the night-school courses some of your employees are taking?
3. Are there some serious personality clashes in your section that should be cleared up by transfers?
4. Do you ever have people transferred without giving them the reason?
5. Do you ever attempt to pirate workers from other sections?
6. Do you correct initial placement mistakes by having workers transferred to more suitable work?
7. Do you use transfers as a means of avoiding responsibilities?
8. Do you always work within company policies in relation to transfers?
9. Are there a great number of requests for transfers out of your section?

Promotions

1. Do you try to develop your men so that they will be eligible for promotion?
2. Do you ever try to hold back a good man because you do not want to lose him?
3. When you are planning to fill a supervisory position under you, do you make a careful study of that position?
4. When considering the promotion of a man from a rank and file job to a supervisory position, what abilities do you look for?

5. How do you discover each of these abilities in the candidate?
6. Do you have a well-worked-out procedure for training understudies?

SUMMARY OF PART III

DEVELOPING THE WORK TEAM

In order to develop a strong work team, the supervisor must understand what people want as individuals. The job must satisfy some of these wants; at least it should not be a source of frustration.

The supervisor must also understand how people act as members of a group. He must realize that an informal organization exists among his workers. He should study it in order to guide its operations so that its aims will not be opposed to the aims of the formal organization.

Fitting men and jobs is an important task of the supervisor. Men well fitted to their jobs generally have high morale. They seldom cause trouble. In fitting a man and a job, it is necessary for the supervisor to know both the job and the man, and the demands each makes upon the other. To the extent the worker can give the job what it demands, and to the extent that the job supplies the satisfactions the worker demands—to that extent, there is adjustment.

Adjusting the man to his job and to his work situation starts the day the man is hired. It can be speeded up and accomplished best by a good induction program.

Training on the job is also necessary. New men—and from time to time, old hands—need to learn more about their jobs. Training speeds up this process. Through training, the worker is taught the correct and safe way of doing his job. The more he is trained, the more valuable he becomes.

After men are fitted to jobs initially, the task should not be considered finished, because men and jobs change. Transfers and promotions enable people to realize their ambitions and ultimately do, and get compensated for, jobs that utilize their highest abilities.

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PART IV
MAINTAINING THE WORK TEAM



15. SUPERVISORY LEADERSHIP

CASE STUDIES

SUCCESSFUL leadership in industry requires more than the acquiring of a set of leadership characteristics and the application of a set of rules. It requires, in addition, a study of the situation to find out what factors are going to place limitations on that leadership: whether or not some or all of those factors can be modified and how and to what extent. Then the supervisor has to make adjustments in his operations in order to adapt them to the situation and make his leadership effective.

Supervisory leadership is more than the successful leadership of a group of subordinates. It also includes the motivation of one's fellow-supervisors and even the motivation of one's boss.

These cases present a variety of situations which challenge the leadership abilities of the supervisor.

CASE 1

An old employee who had pioneered with the company and had worked with the president in the early days has been transferred to your department. He often short-circuits you and is heard to remark that he will not take orders from you.

1. Should you force him to take orders from you?
2. Should you go to the president and complain?
3. What effects have his actions on the morale of your department?
4. Should you reason with the old employee?
5. How should you handle the situation?

CASE 2

You have recently been appointed supervisor. One day as you walk through the department, you receive a Bronx cheer from one of the workers in a far corner of the room. You know who it is. All the workers stop their jobs to see what you are going to do about it.

1. Should you ignore it?
2. Should you return it?
3. Should you reprimand the guilty party immediately in front of the other workers?
4. What steps should you take to prevent the recurrence of the offense?

CASE 3

You are newly appointed to the position of assistant foreman in a department where you have been working for several years. You are informed by one of your former associates that a petition is being circulated in the department requesting your removal. It was started by one of the workers with whom you had always had trouble in the past. The petition is not being signed by many men because they fear they might get into trouble.

1. Would you call in the man who started the petition and have a talk with him?
2. Would you call the men together? What would you say to them?
3. Would you pretend not to know what is taking place?
4. Would you go out of your way to make friends with the man with whom you had trouble?

CASE 4

You are a mechanic in a department in which the volume of work has greatly increased. The foreman tells you that the department is to be permanently enlarged and that consequently he has received permission to appoint an assistant. The position carries a title and a wage increase. He says that, since he likes your work, he has decided to give you a two-week tryout at the job. If you are satisfactory, it will be permanent. The other men know that your post is only a trial one, and some of them are slowing down, bothering the others, and generally trying to sabotage efficiency whenever the foreman is not in the immediate vicinity.

1. How would you go about increasing the efficiency of the department?
2. Would it be advisable to tell your chief of the situation?
3. Do you believe the trial system to be practical in such a setup?
4. What are the weaknesses of this method of appointing supervisors?
5. How should you have been started on the new job?

CASE 5

The workers in the shop have recently won a very favorable union contract, with the result that they have become quite independent. The quality and quantity of the work have fallen off more in your department than in any other. This is especially bad, since your department was previously the leader in production. Your treatment of the men has always been fair and square on an impersonal basis; now other foremen who are more easygoing seem to be getting relatively more work out of their men.

1. To what extent might you have contributed to the formation of this situation?
2. Are you justified in your position? Explain.
3. Are workers in general being "babied" too much?
4. How should you go about getting a satisfactory day's work for a satisfactory wage?
5. What aids can the personnel department or the union render in solving the problem?

CASE 6

The production in your group has been steadily decreasing, and you strongly suspect that the men have deliberately organized a slowdown. You question several of your good workers, and they admit that they are being pressured into holding back production, but they refuse to incriminate any of their fellow-workers by naming the ringleaders of the slowdown. When you ask the cause of the slowdown, they tell you that the cost of living is increasing and that they need to make more money by working more overtime.

You believe that right now there is no justification for more overtime. In addition, you feel that, if you submit to this type of pressure, you will lose control over your group. The work of your group is of such a nature that individual output is difficult to measure.

1. What are the possible solutions to this problem?
2. What are some of the possible consequences of the above solution?
3. How can the situation be prevented from recurring?
4. What leadership characteristics do you need to develop? Explain.

CASE 7

One of your assistants is in the habit of driving himself and his men to the point of exhaustion. He is a tough boss of a group of men clerks. He does not believe in team spirit or modern management. Here are some of his arguments:

You can't measure how much work a man can do; so you have to pile it on until he can't take any more.

Business is not a democratic but an autocratic organization.

Tell men *what* to do but don't waste time giving them the *why* of the job.

If you want to get efficiency, you have to act like a dictator.

Because of his policies, he is hated by his subordinates, but they get the work out. Recently a need for men clerks developed in another part of the organization, and most of his men want to transfer out of your department.

1. Evaluate each of the above arguments offered by your assistant.
2. How would you go about straightening out this assistant?

CASE 8

One of your assistants is an older man in charge of a group of young male and female workers. He is well liked by his subordinates, who call him "Pop" to his face. He treats them all as if they were his children and cannot bring himself to discipline any of them. As a result, there is a great deal of loud talking, boisterousness, joking, and visiting back and forth. In spite of this, his group does an acceptable amount of work.

Some of your other assistants are complaining about the disturbing noise and the lack of discipline in Pop's group. They state that their workers, seeing the informality in Pop's group, try to gain more freedom. When they are disciplined, they become surly. Morale and production are suffering, as compared to Pop's group.

You have spoken to Pop about the situation, and he has asked you what he should do.

1. What are the facts in the situation?
2. What are the causes behind the facts?
3. How should you handle Pop?
4. How should Pop handle his group?
5. How should you handle the other supervisors?
6. What are some of the leadership qualities that Pop lacks?
7. How should you go about instilling them into Pop?

CASE 9

You are a supervisor of a section and have been summoned to a conference with your boss. He informs you that you are to assume control of a neighboring section, where schedules are lagging. The supervisor you are to replace is well liked by his men. The boss tells you that you can either terminate the other supervisor or demote him to the position of assistant supervisor.

1. What are some of the problems you are going to run into?
2. Would you terminate or demote the other supervisor? Why?
3. How would you go about winning the confidence and co-operation of the men who will be under you?
4. How would you go about determining the cause for the lag in schedules?

CASE 10

One of your assistants, Joe Blue, graduated from a small midwestern college several years ago. In his school days he was a leader in campus activities, president of his fraternity, manager of the track team, etc. He has a superabundance of enthusiasm, initiative, and aggressiveness. These qualities, while necessary for leadership, seem to be overdeveloped in his case. You recently put him into a minor supervisory position with the hope of developing him into an executive.

His group turns out a satisfactory amount of work. He is well liked by his subordinates because he has a lot of bounce and he helps them with the details of their jobs. However, he does not get along well with the other supervisors of equal rank. He competes actively against them, grasping any of their authority and responsibility that comes his way. Occasionally he makes decisions that should be reserved for you. In fact, you have been informed that he is telling his subordinates how he would run the whole section if he were in your position.

He seems to have no interest in life other than getting ahead rapidly. He is unmarried and lives alone in a room. He spends practically all his waking hours on the job—the first one to get to the office and the last one to leave. Thus he gets quite a bit of extra work done. The other supervisors do not care for this behavior either.

1. How do the other supervisors see the facts?
2. How does Joe Blue see the facts?
3. How do his subordinates see the facts?
4. How do you see the facts?
5. What are some of the leadership qualities Joe lacks?
6. How can you develop Joe without destroying the good qualities he now has?

CASE 11

One of your subordinates is Bill Brown, the supervisor of a shop that is located at the edge of the grounds, some distance from the main part of the plant. Because it is out of the way, you do not visit it often or give it much attention. Until recently its production was good, but now there is a substantial falling-off; so you investigate.

Bill Brown is easygoing and maintains little control over his men. A month ago his crew won the softball championship of the plant. Their morale is high, but they would rather discuss softball than work. Occasionally, they sneak in a practice session during working hours.

You discuss the production problem with Bill. He tells you that since his crew won the championship he can't get them to pay any attention to their jobs. You feel a bit guilty about the situation because you promoted the softball tournament and because you have not been keeping close enough check on Brown's shop.

1. Outline a program for Bill Brown to follow in developing leadership ability.
2. Where did you slip up as a leader in this case?
3. Who should clear up the softball problem? How?

CASE 12

Several months ago you hired a mechanic to add to your work crew. You started him off well and have tried to treat him as you treat the others. However, he takes the attitude that he needs no supervision. His work is sloppy, and you have told him about it several times, but

he is indifferent and does not improve. Your men complain about the sloppiness of his work, even though it does not affect them directly. Mechanics are scarce, and you want to give him one last chance before you decide to fire him.

1. Are there some workers who do not respond to persuasion? Give examples.
2. What types of individuals are they?
3. How should they be handled?
4. What techniques might you use on the mechanic in the above case?

CASE 13

You are the head of an inspection department. Recently a new product was added to the line. The inspection requirements on this new product cannot, for the present, be expressed very definitely. This necessitates the exercise of quite a bit of judgment on the part of the inspectors, who have to be located in the production department.

To avoid disturbing your present group of inspectors, you hired experienced inspectors from the outside to handle this job. You put Bill White, one of your best assistants, in charge of them. He had been getting along very well in charge of a group of old-timers doing routine inspection.

This morning you dropped into Bill's office to see how he is making out on his new job. You found him arguing with someone on the phone. When he finished, he slammed down the receiver and said to you: "Not one of these damn inspectors uses his head."

He tells you that he is swamped with work and is being run ragged by his men. They are always phoning him either to come and check on borderline cases or to get them out of disputes they are having with the production people.

1. What might be some of the reasons why Bill White, a previously successful supervisor, is now having difficulties?
2. What parts of the situation can't he control?
3. What parts of the situation can he control?
4. Outline a program for him to follow in order to get the situation under control.

CASE 14

J. R. was recently brought in from the outside and made general

manager of a major operating unit of a large company. The president is convinced that he is doing an outstanding job. Formerly J. R. had been the manager of a small family-owned concern that was very successful in a highly competitive industry.

He is very impersonal and holds himself aloof. It is difficult to find out what he thinks about anything or anybody. When his subordinates ask questions, he has a trick of making them look foolish. When he sets up a policy, he formulates it in advance and then calls in his assistants and attempts to convince them that such a policy should be adopted as their joint decision. He does not encourage any suggestions or discussion. Several of his assistants have resigned because they could not understand him or agree with his policies. These men have been replaced by yes men who had worked with J. R. in the other company.

When presented with operating problems, he makes snap judgments which might have worked in the small concern, but they are disturbing the setup of this organization. When objections are brought up by his subordinates, he intimates that if they can't get results, he will hire men who can.

You are one of J. R.'s assistants. You have been with the company for a long time and don't want to lose your job.

1. What might be some of the reasons for J.R.'s behavior?
2. How might his experience with the small company be influencing his behavior? Explain.
3. Contrast leadership in a small and in a large organization.
4. What might be some of the unfortunate results if J. R. continues to operate in this manner?
5. What should you do in this situation? Why?

PRINCIPLES

The purpose of this chapter is to observe and analyze successful supervision in order to find out what supervisory leadership is based upon. This chapter studies the principles of supervisory leadership, the factors limiting the exercise of such leadership, and how to operate within these limitations. Incorporated in the study are suggestions to the supervisor on how to increase his effectiveness as a leader.

The Marks of Supervisory Leadership

In order to analyze supervisory leadership, consider an outstanding

supervisor—one who is on his way up in the organization—and study the way he operates. His boss, his workers, his fellow-supervisors, and he himself see from different angles the way he operates. From these several viewpoints, it will be possible to get a picture and definition of supervisory leadership.

Ask the boss—the immediate superior of an outstanding supervisor: “Why do you consider Supervisor Jack Smith to be a leader?” In his reply will be these typical reasons:

1. He gets things done well and on time.
2. I can depend on him.
3. He has good ideas.
4. He has initiative.
5. His section does better-than-average work.
6. He is well liked by his workers and fellow-supervisors.
7. His workers behave themselves.
8. He knows what it is all about, and where he is going.
9. I think that he will be able to assume a bigger job one of these days.
10. He can stand on his own feet.
11. He is loyal to me and the company.
12. He does not get rattled or fall apart.
13. He does not come to me about failures of his workers or complaints about his fellow-supervisors.
14. Others do not come to me with complaints about him.
15. He is not shirking his responsibilities.
16. He does not pass the buck.
17. His subordinates do not short-circuit him.
18. There is a low rate of grievances, accidents, and turnover in his section.

Ask the workers: “Why do you consider your supervisor, Jack Smith, to be a leader?” The replies will be along the following line:

1. He explains a job so that I understand it.
2. He sees angles of the job that I don't.
3. He is several steps ahead of me.
4. He treats me as a human being.
5. He sees that I get a square deal.
6. I know where I stand with him.
7. I have no desire to chisel.
8. People can't put anything over on him.
9. When I deserve a calling-down, he knows how to give it to me.
10. He shows appreciation when I do an extra-good job.

11. He is showing me how to get ahead.
12. As long as I behave myself, everything will be OK.
13. He runs his gang; we don't run him.
14. You can't pull the wool over his eyes.
15. He does not fly off the handle.
16. He is not petty, an old crab, or two-faced.

Ask his fellow-supervisors: "Why do you consider Jack Smith to be an outstanding supervisor?" The answers will be somewhat like the following:

1. The work coming out of his department is always top-notch and on time.
2. He has a lot of good ideas.
3. He has a knack of organizing the work of his section so that everything runs smoothly.
4. He can handle difficult problems.
5. He meets us more than halfway.
6. He knows how to get teamwork.
7. You can trust him.
8. When he promises, he delivers.
9. He does not pass the buck.
10. He knows how to handle his men.
11. He stands up for his men.
12. He is pushing to get ahead.
13. He does not run down the company, the boss, or the rest of us.
14. His men are sold on him.

Finally, if Supervisor Jack Smith asked himself: "Why am I getting ahead in the company?" He would line up reasons such as:

1. My boss is giving me more and more responsibility and authority.
2. I can easily get backing from the boss.
3. The boss gives me more and more freedom.
4. The boss likes my ideas.
5. My men seem to be doing the best job they can.
6. I don't have to be continually checking up on my workers.
7. People respect my opinions; they come to me with their problems.
8. My workers keep me informed: they are loyal.
9. People work for me willingly.
10. Good workers don't like to be transferred from my section.

A study of all these answers shows that the leader has certain characteristics to an outstanding degree. These are expressed in the following six essential activities of leadership:

1. He makes good decisions based on knowledge.
2. He motivates people to work with him.
3. He has control over the situation.
4. He assumes responsibility.
5. He gives everyone a square deal.
6. He inspires confidence.

The Leader Must Make Good Decisions

The leader cannot afford to make too many mistakes or guess wrong too often; therefore, it is necessary for him to base his decisions on more than guesses, hunches, and snap judgments. He thinks through the problems at hand, sees their relationships to the larger problems, foresees possible obstacles and ways of overcoming them; then he makes a decision and sees it through. Seldom does he have to reverse himself. He reinforces himself by getting the facts, using his technical knowledge and experience, and employing a problem-solving technique similar to the procedure described in Chapter 1.

The Leader Must Motivate People

The leader has to be able to motivate people in order to get things done. He has to be interested in his workers and study and understand them so that he knows what each man responds to; so that he knows whether to appeal to a man's pride or to his ambition or to his need for security. The leader knows what it is that will induce each man to give his best efforts. He realizes also that there are people who do not respond to leading and who have to be pushed. He knows when he has to make people toe the mark. He knows how to handle the gold-brickers, but he realizes that such men work grudgingly and give the minimum. These individuals he tries to win over if he can. If he is unsuccessful, he sees that they do their jobs anyway.

Not only does he motivate his workers, but he motivates his fellow-supervisors by co-operating with them instead of bucking them on mutual problems. He motivates his boss by selling him good ideas.

The Leader Always Has the Situation under Control

He realizes that when the situation is not under control, he has lost

his leadership. He secures that control by planning in advance and checking the progress of work against standards of work performance. He has foresight; when an emergency arises, he always has a method for handling it. It goes without saying that he always has himself under control.

The Leader Assumes Responsibility

Assuming responsibility is more than keeping in the clear or not passing the buck. It is the voluntary acceptance of additional responsibility or even the seeking of it. It is impossible for the boss to give a supervisor a bigger job if the supervisor is constantly seeking ways to avoid the responsibilities of the job he now has. The supervisor who passes the buck and avoids his responsibilities quickly loses the respect of his workers, his fellow-supervisors, and his boss. The supervisor who is not respected cannot be a leader.

The Leader Gives Everyone a Square Deal

He is honest in his dealings with others and does not make promises that he cannot keep. He does not exploit the willing workers but sees that they are rewarded for their extra effort. Nor does he allow other workers to lie down on the job. He avoids any implications of favoritism. In dealing with his fellow-supervisors, he does not put them on the spot, nor does he build his own prestige at their expense. He goes at least halfway in co-operating with them. In relation to his boss, he does not short-circuit him or try to get his job. He is aboveboard, keeps his boss informed, is loyal, and does his best to see that his boss's desires are carried out.

The Leader Inspires Confidence

When the supervisor wants other people to have confidence in him, such confidence must be earned by his competence in managing his job and by the concern he shows for the needs of his men, his fellow-supervisors, and his boss. The workers have such confidence when they find that, by following the leader, they fare better than they would by operating alone. The workers' confidence in the leader is built up when he points out or removes difficulties that are giving them trouble, when

he shows them how to advance to better jobs, when he gives them a sense of security, and when he demonstrates that he has their interests at heart—that he will defend them and will see that they get their rights.

Fellow-supervisors need to have confidence in him. They need to feel that they can depend upon his getting the work out of his department on time and in a manner that will not cause them extra work. They do not want to have on their team a weak sister or a supervisor they have to cover up for.

The supervisor inspires his boss to have confidence in him, and he does it by carrying out the boss's orders. If the boss loses confidence in a subordinate—if he must continually check the work of the subordinate—he soon comes to feel that he would save time by doing the work himself or, better still, by firing the subordinate and getting one who would carry out his orders.

Factors Limiting the Exercise of Leadership

As far as the individual supervisor is concerned, there are no limits to the extent to which he can improve himself in relation to making good decisions, motivating people, exercising control, assuming responsibility, seeing that everyone gets a square deal, and inspiring confidence. However, there are factors beyond his control that limit him or influence the manner in which he can develop and utilize these characteristics of good leadership. These factors are:

- | | |
|----------------------------------|-------------------------------|
| 1. The span of control | 4. The type of work force |
| 2. His boss | 5. His fellow-supervisors |
| 3. The setup of the organization | 6. The union, if there is one |

It is up to the supervisor to understand these limiting factors and to operate effectively within them or in spite of them.

Operating within the Limitations

Span of Control as a Limiting Factor

Fundamentally, the number of people a supervisor can handle on any one type of work is limited by his span of control. As more and more people are added to his jurisdiction, it becomes more diffi-

cult to supervise or control them. The factors limiting him in extending his span of supervision or control are:

- | | |
|-------------|----------------|
| 1. Distance | 4. Attention |
| 2. Time | 5. Knowledge |
| 3. Energy | 6. Personality |

However, the effects of these limiting factors can be overcome to some extent and the span of control broadened.

Distance. This is the first limiting factor. It refers to the size of the area over which the work crew is spread and the ease or difficulty with which they can be kept in contact with and observed. The supervisor will tend to oversupervise those located close to him and undersupervise those farther away. He can often improve the situation by better routing and scheduling of work, by relocating some of the workers, or by moving himself to a more central position in relation to the work crew.

Time. This is the second limiting factor. Time is consumed in checking work, instructing, solving problems, and the like. Time can be saved by planning the distribution of his own time—making up a timetable periodically and analyzing it (see Chapter 7, "Planning"). The establishing of procedures conserves time, because procedures set up a routine for handling recurring problems, thus saving the time of investigating them from scratch each time they occur.

Energy. This is the third limiting factor. Not everybody is a human dynamo. Supervisors get fatigued, they get on edge, their thinking slows; and down goes the quality of their supervision. Energy can be conserved by not getting excited, not worrying too much, and not getting confused. This can be accomplished by planning in advance and establishing routines for taking care of emergencies.

Attention. This is the fourth limiting factor. It refers to the attending to, or the investigation and study of, a variety of problems that need solution at the same time. The mind has great difficulty wrestling with more than one or a few problems at the same time. The variety of the problems to be handled can be reduced by setting up procedures. The bunching of problems awaiting solution can be avoided by better departmental and personal planning. Finally, the number of problems can be reduced by more delegation of authority and responsibility.

Knowledge. This is the fifth limiting factor. The more a man knows about a problem, the better—and more quickly—he can solve

it. Skill in problem solving requires the constant acquisition of knowledge by reading trade periodicals, studying principles of supervision, and making it a point to learn from experience. Speed in solving problems can be acquired by practicing the problem-solving technique described in Chapter 1.

Personality. This is the sixth and last factor limiting the span of control. Some supervisors find it easy to establish rapport or quick understanding and agreement between themselves and their workers. Then resistance is at a minimum, and the workers accept directions readily and act upon them promptly. Other supervisors are more distant and formal. This barrier of personality can be lowered by developing a greater interest in the workers, tailoring orders to the receiver, and making it a point to lay the basis for cordial relations in the induction and training of new men.

The Boss as a Limiting Factor

The amount of authority and responsibility that a supervisory leader can exercise is greatly influenced by his boss. Some superiors believe in pushing authority and responsibility as far down the line as possible, while others are slow to delegate. A superior may hold back authority and responsibility for a number of reasons. He may simply like to exercise a great deal of authority; or there might be certain types of jobs he enjoys doing himself; or he may not have a system of controls worked out to enable him to check closely to see whether certain responsibilities are being carried out; or he might feel that his subordinates are not capable of carrying out certain responsibilities; or established job descriptions may prevent the delegation of certain duties. Finally, the vagueness of his policies—or even his lack of policies—might prevent his subordinates from knowing what he wants, so that they have to come to him for decisions instead of with decisions. Acquiring more authority and responsibility from the boss presupposes that the supervisor is not avoiding the responsibilities he now has.

The supervisor who is a leader studies his boss to find out how the boss operates, to figure out his policies, to analyze his thinking, and to find out just what he wants. He asks himself, "How would the boss handle this problem?" The supervisor tries to learn what types of jobs the boss likes to delegate and what types he likes to retain or hold close control over.

Finally, the supervisor builds up the boss's confidence in him by constantly increasing the efficiency of his work group through methods improvement, by seeing that the work coming out of his unit is complete, and by seeking new responsibilities. The leader is careful not to short-circuit his boss.

The Setup of the Organization as a Limiting Factor

The setup of the organization greatly influences the type of authority and responsibility that the line supervisor can exercise. Many activities, instead of being decentralized in separate departments and under the control of the line supervisors, are gathered together and centralized to form service departments. These departments then exercise responsibility and authority over these specific activities. The supervisor who is a leader, instead of fighting these departments, finds out how much service he can get out of them and thus frees himself of some of his load and has more time to devote to his more important problems.

Leadership is exercised differently in a small company or a branch plant than it is in a large company in a single plant. In the small concern there are generally few managerial levels between the rank and file and the top boss, while in the large organization there may be many levels from the bottom to the top.

In the small plant, personal leadership is the general rule. Everyone knows everyone else. The personality of the head strongly influences the operations of everyone down the line. Quick decisions can be made; mistakes show up rapidly. Policies, procedures, and rules are often not set forth clearly. Problems are handled according to their individual merits, and decisions are often arbitrary. Authority and responsibility tend to gravitate toward those who grasp most vigorously. In the small concern, the leader must have a keen understanding of personalities and the relationships between people.

In the large plant the impact of personalities is not so strong as it is in a smaller plant. There is a greater need for uniform action. Policies, procedures, and rules have to be set up and followed so that the organization will operate efficiently and uniformly. It is necessary to be able to control and predict actions in order to avoid having people working at cross-purposes. There is little room for making a special case out of every problem and settling each on its merits.

In the large organization the leader learns to operate within the

framework not only by acquiring a good understanding of policies, procedures, and rules but also by learning the history and the *why* of them, so that he can utilize them more effectively.

Fellow-Supervisors as a Limiting Factor

Fellow-supervisors influence the supervisor in the exercise of leadership. The departments preceding his and following his in the production line can either hamper or help him. Cliques, jealousies, and unbridled competition can interfere with his operations. The old gang may resent the eager beaver, the Johnny-come-lately, or the wonder boy. But no matter what a man has to put up with in the way of fellow-supervisors, he can feel sure that his own actions can improve the situation.

Dependability, good work, and fair dealing will win their respect, while tact and good humor go a long way toward gaining their good will. It may take time, but meeting fellow-supervisors halfway and co-operating with them more than competing against them will make the supervisor an influential member of the supervisory team.

The Union as a Limiting Factor

The existence and the status of the union in the plant will have an influence upon the exercise of leadership by the supervisor. The shop steward may usurp, or be permitted to usurp, some of the supervisor's authority. The workers may look to the steward instead of to the supervisor for leadership. The steward's operations may make the creation and maintenance of the team more difficult.

Working with the union can be made easier if the supervisor knows and follows the company policy instead of his personal feelings on the matter. He should get a clear definition of the shop steward's status. Also he should be familiar with the union contract. He should study the types of grievances that go through the grievance machinery and the settlements that come out of it. He should forestall the occurrence of written grievances by settling them while they are still gripes (expressed or unexpressed annoyances, irritations, or vexations).

The Work Force as a Limiting Factor

The supervisor may be faced with the problem of getting produc-

tion from a work force made up mainly of inexperienced men. Here his problem is one of solidifying individuals into a team and maintaining control over that team by stimulating a healthy competition as an incentive to improve and get ahead, by taking a personal interest in each member, and by training and developing each man up to his capacity as fast as possible.

Or the supervisor may find himself the resented outsider replacing a supervisor who was well liked by his crew of old-timers. Here he has the problem of building up co-operation in order to be accepted as leader of the team. He knows that he cannot handle these men as he would handle inexperienced help. He realizes that here he will have to make haste slowly and avoid disturbing the equilibrium of a group whose single purpose at the time is to maintain the status quo. He has to discover and study the relationships between the various people on the team and—taking into account the strong points and the weak points of each member—distribute responsibility and authority in a manner that will promote co-operation.

Or the supervisor may be confronted by a group in which the informal organization has leaders, goals, and behavior opposed to the interests of the company. Production may be restricted by agreements among workers, and changes and improvements sabotaged as threats to the stability of the group.

The supervisor coming into such a situation must win the group over to his way of thinking before he can lead it. Here he must practice the techniques for dealing with the informal organization that are set up in Chapter 11, and convince the group that the interests of the company are compatible with the fundamental interests of the men and that the men will fare better under his leadership than under a leadership that is opposed to the company.

Becoming a More Effective Leader

The supervisor who wishes to increase his effectiveness as a leader can see that he has a dual problem. He must develop and increase his ability to make good decisions, motivate people, exercise control, assume responsibility, deal squarely, and inspire confidence. But he also has to adjust and adapt his operations in the light of those factors which limit his authority and responsibility. Such factors are the span of control, the boss, the setup of the organization, the work force, his fellow-supervisors, and the union, if there is one.

In order to operate effectively within these limitations, the supervisor must analyze his own situation and estimate the degree of each of the limiting factors. He has to study the nature of these limitations and decide to what extent he can change or improve them and to what extent he must accept them and accommodate his operations to them. Actually, the effectiveness of his leadership rests largely on the recognition and understanding of these limitations and the adjustments he makes to cope with them. He must not be hamstrung by factors that are beyond his control but must accept them as a challenge to build up his effectiveness in whatever directions are open to him.

The successful leader is one who, when circumstances beyond his control prevent him from doing what he thinks is best, can figure out what is next-best and do it with the same vigor and enthusiasm as if it were his first choice.

CONFERENCE TOPIC

THE ART OF LEADERSHIP

FOLLOWING UP ON THE JOB

1. Do you make good decisions?
2. Do you motivate people effectively?
3. Do you always have control over the situation?
4. Do you assume all your responsibilities?
5. Do you give everyone a square deal?
6. Do you earn the confidence that you want others to have in you?
7. Are you trying to increase your span of control?
8. Are you showing by your work that you are willing to assume greater responsibilities?
9. Are you operating in harmony with the setup of the organization?
10. Are you the captain of your work team?
11. Are you an influential member of the supervisory team?
12. Do your workers come to you for guidance and advice?
13. Are your workers volunteering their best efforts?
14. Do any of your subordinates short-circuit you?
15. Does your boss short-circuit you?
16. Are you loyal to your workers? To your fellow-supervisors? To the boss? To the company?

16. DISCIPLINE, TARDINESS, AND ABSENTEEISM

CASE STUDIES

THIS chapter combines discipline with tardiness and absenteeism because of the relationship between the problems and because the techniques for handling the problems are somewhat similar.

Discipline is considered here as a technique of applying reprimands or penalties for the breaking of rules, in such a way as to prevent recurrence of the offense.

Many of the problems of absenteeism and tardiness require disciplinary action. All of them call for an investigation of causes and the correction of those conditions in the plant which breed tardiness and absenteeism. The supervisor should investigate all problems of attendance from the standpoint that tardiness and absenteeism are symptoms that something is wrong either with the worker or with the working conditions and that discovery and correction of the difficulties will result in higher production and morale.

DISCIPLINE

CASE 1

John Smith, one of your best setup men, has the habit of secreting some of the important tools in his personal locker, with the result that they are not available when wanted by the other men. You have reproved him for this several times. Each time he cleared out his locker and put the equipment back into general circulation, but in

a few weeks started to rebuild his supply. He justifies his action by saying that when the tools are in general circulation, they are ruined by the other men; to prove it, he often brings you evidence of the abuse of tools.

1. Is John justified in keeping the equipment in his locker? Explain.
2. How should you go about preventing the abuse of tools?
3. Set up a method of tool control.
4. Would you be justified in opening his locker and clearing it out yourself?
5. Should you go through all the personal lockers periodically and clean them out?

CASE 2

During the lunch hour a number of the men from different departments patronize a saloon which offers good food at a low price. Some of the men have become accustomed to having a drink or two before returning to work, with little apparent effect on their efficiency. However, the men in your department—the heat-treating department—begin to feel the effects shortly after starting to work in the warm room. You have sent some of them home from time to time, but this does not seem to be effective.

1. How would you attack the problem in relation to your men?
2. Should there be a company rule covering the situation?
3. What should the rule be?
4. To what extent should the company interfere?

CASE 3

It is a written rule of the company that employees are forbidden to smoke in the washroom, but they are allowed to smoke in certain other areas during their rest periods. The rule is widely violated. Your boss, the head of the section, wants the rule enforced and has had *no-smoking* notices with his name signed to them posted in the washrooms. Men from four other sections use the same washrooms and ignore the signs. You have no authority over these men and thus have difficulty enforcing the rule in relation to your own men.

1. What is wrong with the above situation?
2. Who should correct it? Why?

3. How should the smoking problem be handled?
4. Set up a list of effective penalties.

CASE 4

A recent rule published by the company states that, if an employee is caught smoking in the shop, he will be punished by disciplinary action. The type of penalty is left up to the supervisor. Top management says that the rule is necessary because there were two rather serious fire in the plant within the year.

Many of your workers—experienced mechanics—disregard the rule by sneaking off to hidden corners for a smoke. These men would be hard to replace if they should quit or be fired. You think that upper management will crack down one of these days, and you want to be in the clear.

1. Evaluate the above smoking rule.
2. What are the advantages of leaving the penalty up to the supervisor?
3. What are the disadvantages of leaving the penalty up to the supervisor?
4. If a crack-down comes, who is in the middle? Why?
5. Would you establish a rule of three days off without pay for the first offense, seven days for the second offense, and an indefinite layoff for the third offense?
6. What kind of penalties should you set up?
7. To what extent can your men help you to establish penalties?

CASE 5

You are in charge of the plant protection department. It is a long-standing rule that anyone caught stealing company property will be turned over to the local police.

One day, while the general manager is away, you catch an employee carrying out some company property at quitting time. You apprehend him, swear out a warrant for his arrest, and have him put in the local jail. You find out next day that the property is worth about twenty dollars.

The general manager comes in in the morning and censures you before your subordinates for lacking common sense. He arranges to have the warrant canceled and does not even give you a chance to explain that your action was carrying out a rule of the company.

1. What is wrong with such a rule?
2. Did you lack common sense in your action? Justify your answer.
3. To what extent was the general manager in the wrong?
4. Set up rules and penalties that will be effective in preventing the stealing of company property.

CASE 6

Joe Doe is one of your problem children. His work is poor in quantity and quality; he does just enough to get by. You have found him a good guinea pig for the practice of management techniques because he responds to them temporarily but then backslides.

You have tried all the formulas: (1) showing the relationship of his work to the whole; (2) interest in his personal life; (3) fitting the man to the job; and (4) disciplining him according to the correct procedure. He responded momentarily to each treatment.

Today you gave him a verbal reprimand. When you had finished, he said that you were not correct in your analysis of the facts. You counted to ten and asked him to explain. He said that, since he has been taking a night course in personnel administration at a local college, he has been evaluating your techniques as you practiced them on him.

What should you do?

CASE 7

You are the head of a department. One of the workers comes to you and complains that his supervisor (one of your assistants) has been bluffing, bullying, and intimidating his workers to get them to play poker with him after hours. The workers have been losing fairly large sums to him. The worker also says that the supervisor has been discriminating against those subordinates who refuse to join in his games.

1. How are you going to get to the bottom of this situation?
2. Should you talk to the supervisor? If so, what should you say?
3. If the charges are true, should you fire him? Or should you reduce him to a lower rank?
4. How can you check up on charges that a supervisor is discriminating against his subordinates?

CASE 8

One of your assistants, Joe Gray, is a lone wolf. He is always on the defensive and tries to keep everyone in the dark about the operation of his section. Any time you visit his group, he keeps at your heels so that you will have little chance to get acquainted with his men and their work. He is not popular with his fellow-supervisors.

Gray has developed to a fine point the technique of keeping himself in the clear. He writes tricky memos to you covering his assignments, so that, when his work is questioned, he always is covered.

This morning your boss was holding one of Gray's memos in his hand when he called you in about a job that Gray's section had done in a manner contrary to the orders you had gotten from the boss and had relayed verbally to Gray. The boss had already been to see Gray about the job, and Gray had covered himself with a copy of the memo he had sent you. On rereading the memo, you realize that the wording could be interpreted as a reversal of the actual orders that the boss had given you and you had given Gray. This made you angry, and you decided to go down to Gray's department immediately and give him a severe verbal reprimand.

1. What should you say to Gray?
2. What are the purposes of reprimands?
3. What might be some of the reasons for Gray's behavior?
4. What might be some extenuating circumstances?
5. What are the steps to be taken in giving a verbal reprimand so that it will have the greatest effectiveness?

CASE 9

You are the production head of a large industrial plant producing a food product. It is necessary to enforce certain rules of sanitation. One such rule, adopted recently, is that all pipe lines through which raw materials will flow must be kept "on steam" for at least an hour prior to use, in order to kill bacteria.

Joe Blue is an old employee—a good, steady operator, well liked, and familiar with all the phases of the production operations. His supervisor reports to you that Joe is becoming lax: he is not steaming the lines properly and sometimes not putting them on steam at all. When asked about it, Joe becomes sullen and gives all sorts of excuses. To his fellow-workers, Joe expresses himself with such

remarks as: "Who do these young bucks think they are—telling me how this job should be done?" "I was working here when they were still in diapers." "Why, I've forgotten more about this work than they'll ever know."

Your subordinate now comes to you for advice—says he can't do anything with Joe.

1. What might be some of the reasons for Joe's attitude?
2. Where might his supervisor have fallen down in explaining the new requirements to Joe?
3. What suggestions can you give your subordinates on how to handle old employees?
4. What should be done if Joe still refuses to do the job in the required manner?

CASE 10

You are the supervisor of six production lines. George Smith, one of your line foremen, was recently transferred to another section of the plant, and Bill Jones came in from a branch plant to replace him.

Smith was very likable. He was a lenient foreman who seldom disciplined his workers or tried to correct bad work habits; nevertheless, he managed to keep the quality and quantity of his production up to the general average.

Jones comes to your department highly recommended. However, when he begins to work with the men who had been under Smith's supervision, he encounters resistance. They resent the discipline which he insists on. He enforces *no-smoking* and safety regulations, sharply criticizes waste and poor workmanship, and uses his knowledge of the manufacturing process to begin making improvements. The men are sullen, and morale is low. They report imaginary or very minor grievances to their shop steward. Production is off.

Jones is becoming a bit discouraged. You had made an earlier decision to wait and see if the situation would not work itself out. It is evident now that something must be done.

1. Was your first decision to adopt a hands-off attitude a wise one in view of what occurred?
2. What is your analysis of the attitude of the men?
3. What advice should you give Jones to help him in correcting the situation?
4. How might Jones have prevented the development of this situation?

CASE 11

You graduated from college a year ago and were taken into a company to be trained for a supervisory position. You are a hard worker and anxious to move up in the ranks of management. After the first six months of the company's junior-executive training course, your work is recognized, and you are given a supervisory job as part of your executive training.

Three assistants are under you, and it is necessary for you to work very closely with them. These assistants are much older than you and have been with the company for a number of years. From the very start you run into difficulties with your oldest assistant, John Brown. He is lazy, and he always changes your orders in carrying out his assigned tasks. When you speak to him about work in front of the other employees, he always has the comeback that he knows what is to be done and that in years past it was always done differently. To avoid his backtalk, you give most of his work to the other assistants or do it yourself.

After awhile you get tired of Brown's behavior. You do some discreet inquiring to find out if he was always that way, and you learn that years ago he was in the private employ of the owners of the concern and he is still well liked by them. The other supervisors have always stayed clear of him.

Your boss lets you know that he will have nothing to do with the situation. If you go over his head and complain, it will not look good for you, because Brown has been working in the plant for ten years with never a complaint against him. You feel that this is a test of your supervisory ability, and you want to do something about it.

1. How might Brown be viewing the situation?
2. How might your boss be viewing the situation?
3. How do you view the situation?
4. What might be some of the mistakes you are making?
5. How should you go about disciplining Brown?
6. What must have been wrong with the way the previous supervisor handled Brown?

CASE 12

You are the head of an engineering department. One of your sections consists of a small group doing experimental work. This group

is made up of a half-dozen men and a supervisor, John Roe, who is technically brilliant but has a nasty temper. The work requires a great deal of judgment, and there are arguments and spirited disputes among the members.

This morning Roe caustically told one of his subordinates, Jim White, to quit stalling on the job and hurry up. White told Roe to go to hell. Roe, on the spur of the moment, fired him.

White came and told you about it, saying that a man can't do experimental work with anyone snapping at his heels. You then call in Roe and ask, in the presence of White, the reason for the firing. Roe says the reason is gross insubordination. When you start to smooth over the situation, Roe stops you by saying that if he is going to be boss, he has to have control over his men. He then says: "Either he goes or I go." You don't want to lose either man.

1. What mistakes did you make in this situation?
2. What should you have done?
3. What can you do about it now?
4. How should you handle White?
5. How should you handle Roe?

CASE 13

The function of one of the sections under your jurisdiction is to receive and determine the disposition of expensive used equipment that is sent to the company in trade-ins on more modern equipment. The shipments may consist of whole units or only subassemblies. The men in the section have to be able to identify the items and determine whether they should be repaired or junked.

Jack Black has been in charge of this section since its beginning, three years ago. He knows his business and is an excellent supervisor. He trains his men well, and they respect his knowledge and leadership. There is evidence that he may be an alcoholic, but, since he runs his section so well, you have pretended not to notice this failing.

One day recently he was intoxicated on the job. You called him in and notified him of the company policy that intoxication on the job is grounds for dismissal. He said that he could do the job in spite of his drinking and claimed that, because of his heavy work load and responsibilities, he needed to drink to relax. You told him again about the policy, sent him home, and told him to report for work the next day.

You said also that this incident would be ignored.

Black did not report for work again for almost a week, and when he did come back, he said that he had been ill.

During his absence, you kept a close check on his section. In going over the work with his assistant and the men in his section, you realized that Black was the backbone of the group. The section was not functioning well without him, even though the assistant was good. The assistant volunteered the information that Jack Black was the best supervisor in the plant, even when he was drunk.

Upon Black's return, you reprimanded him, reminded him of his responsibilities and of how much depended upon him. You told him how much his work was appreciated by top management.

Everything went smoothly for two weeks; then Black did not show up for work, nor did he report his absence by phone, as is required. You sent an investigator to his home, but he was not there. His wife said that he had left for work at the regular time, although he had been drunk the night before. She appeared to be a very fine, intelligent woman. The investigator talked to her about Black's ability and about his drinking. She said she was afraid his case was hopeless and that she was disgusted with his habitual drinking.

She said that on his previous job, his work was so outstanding that the boss called for him every morning in order to be sure he would be on the job and gave him a weekly bonus for behaving himself. Finally, though, the boss had to fire him because of the time lost through drunkenness.

You don't want to fire Black. He is a valuable man, and you want to save him.

1. What are some of the ways of handling this type of problem?
2. How effective are they?

TARDINESS AND ABSENTEEISM

CASE 1

You are in charge of a section in a large organization. The rule is that anyone absent without leave (taking the day off without permission and failing to report by telephone) will be suspended one day without pay for the first offense, and from one to three days for the second offense. You enforce this rule in your section.

Chiefs of other sections are very lenient with their men and take no action when their men take a day off without arranging for it or without reporting in by phone. This is causing much concern among the employees of your section.

1. How are you going to keep your employees in line?
2. Would you ignore the rule and go along with the other section heads?
3. Should you talk to the heads of the other sections about it?
4. Should you report the matter to higher authority?
5. What might be some of the reasons the other section heads are not enforcing the rule?

CASE 2

Joe Smith, one of the operators in your department, gets to the job either just on time or a minute or so late. He gives the impression that it is sort of a game between him and the time clock. He is docked for the lost time, but that does not seem to have any effect on him. The situation is very annoying to you.

1. To what extent are you justified in being annoyed?
2. Should you ignore the situation?
3. What is the effect of Joe's behavior on the morale of the department?
4. If the situation is to be corrected, how would you go about doing it?

CASE 3

You are the supervisor of a department of twenty skilled workers. Your superior expects increased output, in spite of the fact that you are short of help. To make matters worse, two of your skilled workers regularly take off a day or two each week. You have talked to them repeatedly about the necessity of working a full week, but to no avail. They are excellent workers while they are on the job.

1. Should you penalize these men? If so, how?
2. Should you send them to your superior?
3. What arguments can you use to impress upon them the necessity of working steadily?
4. What are the indirect results of their absences?

CASE 4

One of your best and most faithful workers has been coming in late

almost every morning for a month. His wife is ill, and he is "mother" to two children of school age. He tries to make it on time every morning—in fact, rushes so much that you're afraid he may have an accident. But his lateness has a bad effect on employees in the department. Other excuses equally pressing are being given by an increasing number of tardy employees. You could probably lay off the man for chronic tardiness.

1. Would laying off this employee solve your problem?
2. How could this situation be handled, since it is only temporary?
3. How should you handle the other employees?

CASE 5

You are in charge of production in a company making a mass-produced product. Orders are increasing, and labor is scarce.

Yesterday one of your production-line foremen came to you about Joe Brown, an employee on the line. Joe is in his early twenties and is a satisfactory worker. Recently, however, his tardiness has skyrocketed: he reports for work from five to fifty minutes late. As a result, the line is slowed down and output suffers.

Joe's excuse is that he has moved to an outlying section and depends on public transportation; the busses do not run on a dependable schedule and are frequently full, so that they pass him up at his stop. The foreman feels that Joe could get to work on time if he tried hard enough, and he quotes statistics to show that tardiness is highest in young men. On this theory, he has given Joe several reprimands. Lately, Joe has been absent several times without any plausible excuse, which serves to strengthen the foreman's suspicions.

1. Do you feel that Joe's tardiness is avoidable or unavoidable?
2. Assuming it to be unavoidable, what measures should you take to protect your production output?
3. What steps might be taken to correct Joe's tardiness and absenteeism?
4. What should your interests be in this matter?

CASE 6

You, the plant superintendent, know that one of the departments has a somewhat higher percentage of tardiness than the plant average. Tom Allen, your assistant in charge of this department, is one of

your most capable men, but he is late two or three times a month. He lives thirty miles from the plant and three miles off the paved road. There is no public transportation. In bad weather he has great difficulty in getting in on time, although he gets up as early as five o'clock to make the trip. On some winter days he stays in town overnight in order to be able to get to work the next day.

Some of the men in his department are getting in late, with the excuse that they, too, are having transportation trouble. Allen is very much concerned over this matter and has come to you about it on his own initiative. He claims that he makes every possible effort to get in on time. He says that he is aware of the effect on his department and offers to step back into the ranks, although he points out that his tardiness record was known prior to his promotion. You want to retain Allen as your assistant, but you are not willing to tolerate the condition that exists in his department.

1. Would you classify Allen's tardiness as unavoidable?
2. How can the situation be corrected in relation to Allen?
3. How can the situation be corrected in relation to the men?
4. How can such situations be prevented from developing?

CASE 7

You are a supervisor of a section and have two stenographers assigned to you. One of your stenographers is ten to fifteen minutes late each morning and usually takes from ten to fifteen minutes longer than the allotted time for lunch. You call this to her attention, and she tells you that the practice is common in the rest of the department and she doesn't know why she should do differently. Your investigation confirms her statement.

1. Is she justified in her attitude?
2. How should you go about correcting her?
3. What arguments against tardiness can you give your fellow-supervisors?
4. If you cannot get action from your fellow-supervisors, should you see your chief? What should you say to him?

CASE 8

Mrs. Wilson is a section chief supervising clerks and typists. The work of her section requires speed and accuracy in the preparation of

reports which must meet deadlines on a staggered basis throughout each month.

One of her clerk-typists, Miss Brown, is an employee with permanent status. When present for duty, her work performance is good in quantity and accuracy. Miss Brown's attendance is irregular, and her sick-leave rate for periods of from one to three days is much higher than the average. It appears that there may be sick-leave abuse, as the days she takes off are Fridays and Mondays.

These unscheduled absences require replanning and reassignment of work and increasing the work load of co-workers. Even then, it is sometimes impossible to meet the deadlines. Miss Brown's irregular attendance is causing dissatisfaction among fellow-employees and a feeling that perhaps deadlines do not have to be met.

Mrs. Wilson has talked with Miss Brown on several occasions and explained the necessity for regular attendance. Miss Brown gives a plausible excuse but does not improve. Mrs. Wilson then cautions her in writing. At a later date she is given a mild letter of reprimand, explaining that her unsatisfactory attendance record, if not improved, will seriously affect her employee-evaluation report. Miss Brown now adopts an air of indifference and the attitude that she is being "picked on." Her work continues to be acceptable and her attendance irregular.

1. Is Miss Brown abusing the sick-leave privilege?
2. How does the employee define sickness as sufficient excuse to be absent?
3. How does the supervisor define sickness as sufficient excuse to be absent?
4. How are you going to get a meeting of the minds on this definition?
5. Is the supervisor using the proper approach to this problem?
6. If a chronic illness is not evident, how would you solve the problem?
7. How should you handle absences caused by big week ends?

CASE 9

You are the supervisor of the final assembly department in a plant manufacturing radios. The plant has been operating at approximately full capacity to fill orders for the rush season. Yesterday the general manager called you into his office and stated that the company had just received an order for 50,000 sets. He believes that by increasing personnel the company can handle the order.

However, he is worried about your department, which has been falling behind because of the high rate of tardiness and absenteeism

among your women workers. You explain to him that the high rate is due to last month's cold and wet weather, and you remind him that the plant is seven blocks from the nearest bus line, and your employees are middle-aged and not athletic.

The manager says that this is your problem, but he will give you any reasonable assistance. He requests a written report within five days outlining the steps that you have taken to take care of the situation.

1. To what extent is this tardiness and absenteeism your problem?
2. What can you do to correct the situation?
3. What can the company do to correct the situation?

CASE 10

You are the supervisor of the assembly department of a company manufacturing electrical equipment. You have fifty women doing assembly work, most of which is routine. About eight months ago the company received an order for some special and rather complicated equipment. You selected three of your best girls to handle the assembly work on this order. You explained to them that the job would be tough and that they would have to work apart from the rest of the girls. The job turned out to be a nightmare; the engineers hardly waited for the solder to cool before they changed their minds. Work had to be done over, time and again. The big bosses were always dropping in to observe the progress of the work. The girls worked under continuous pressure until the job was completed, about two months ago. They appeared happy and took no time off.

When the girls returned to their old jobs, they were the center of attraction, telling their experiences. Now things have settled down into the old routine. However, the three girls seem to be listless in doing the simple assembly work. You had to seat them far enough apart to put an end to their continuous chatting about things that happened on the special job.

A while back, the three girls started coming in to work late together. You reprimanded them. Now they are beginning to take days off together.

1. Why did the girls appear to be happy when working under the strain of the special job?
2. Why are they not adjusting to the old routine?

3. What steps might you have been able to take to help them make the adjustment?
4. How are you going to handle the absentee problem?

PRINCIPLES

DISCIPLINE

Rules of conduct were considered in Chapter 3, "Policies, Procedures, and Rules," as a tool of management, set up for the purpose of obtaining uniformity in action. In the present chapter the emphasis is on the method of getting compliance to rules of conduct, preferably on a voluntary basis but, if necessary, by the application of penalties.

In order for a group of people to live or work together, it is necessary for them to observe certain rules of conduct set up to protect the group as a whole. In a business concern it is necessary that employees observe the rules relating to starting times, lunch times, drinking, gambling, smoking, theft, insubordination, safety, and the like.

Normally, people will abide voluntarily by rules of conduct if these rules make sense to them—if they know the meaning of the rules and the necessity for them—and if they see that practically everyone obeys the rules and that the few who do violate them are penalized. On the other hand, if rules are set up arbitrarily and without explanation of their need, people will tend to regard them as encroachments upon personal liberty rather than as a protection of the general good. Men are slow to figure out the *why* of things for themselves: workers will grumble about a no-smoking rule with never a thought of the fire hazards it protects them against.

Since management has the responsibility of running the business, it also has the responsibility of setting up and enforcing rules of conduct so that it can operate effectively. When a certain type of conduct problem is continually occurring and being settled on an arbitrary basis, then it is necessary to formulate a rule to cover the situation and to set up penalties so that everyone under the rule will be treated substantially alike.

Violations of the Rules of Conduct

When a rule of conduct is being violated, it is necessary to investi-

gate both the rule and the violators. If there is a general violation of the rule, then the emphasis of the investigation should be put on the rule. On the other hand, if the violators are old offenders, emphasis in the investigation should be on the violators.

If there is general violation of a rule, the chances are that there is something wrong with the rule itself. Even if the supervisor does not have the power to change the rules, he does have the job of enforcing them, and he should make strong recommendations for revision of rules that do not work well.

Following is a list of questions to be used in investigating a rule:

1. What is this rule intended to accomplish?
2. If the rule were observed as written, would the purpose be realized?
3. Is the rule realistic?
4. Is the rule easy to understand?
5. Is the rule out of date?
6. Can the rule, as written, be complied with under the present circumstances?
7. Are the penalties too light? Too severe?
8. Do the people living under the rule consider the penalties as being just?
9. Are the penalties being enforced?
10. Does everyone affected by the rule know the rule?
11. Is it brought to their attention periodically?
12. Does everyone affected know the *why* of the rule?
13. Is the rule affecting groups that do not need it?
14. Should the rule be extended to cover groups not now affected by it?
15. Are certain groups affected allowed to violate the rule without incurring the penalties?

If, on the other hand, there is general compliance with the rule but it is violated by certain groups or habitual offenders, it is necessary to focus attention upon the violators to get at the reasons.

The following list of questions will be an aid in investigating the violator:

1. Does he understand the rule?
2. Does he know the *why* of the rule?
3. Is he a new man?
4. Is he accepted by his group?
5. Is he a misfit?
6. Is he trying to get attention or recognition by breaking the rule?

7. Does he think the rule should not apply to him?
8. Does he think the rule is unjust?
9. Are circumstances beyond his control causing him to violate the rule?
10. Does he violate the rule for the fun of it?
11. Does he violate the rule out of resentment?

Penalties

Most people observe rules of conduct because they consider it the thing to do; others observe them out of fear of incurring penalties for violation. A small minority violate the rules, and they have to be penalized. Penalties range in severity from the verbal reprimand to the discharge. Between the extremes are the written reprimand and the layoff for a certain number of days.

Setting up penalties and administering them are difficult tasks. Often there are extenuating circumstances surrounding the violation of the rule, which would make the application of the regular penalties an injustice. Again, some latitude must often be allowed in terms of the offender: penalties might be different for the new man, the old-timer, the chronic offender, and the fellow who makes one bad slip. Another factor is how the penalty affects the person receiving it: a mild verbal reprimand may be more of a punishment to one man than a three-day layoff would be to another. Some people consider a layoff without pay not so much a penalty as an excuse to go fishing.

Handling Discipline Problems

On the surface it would appear that reprimanding a man is a simple process. At one time it seemed that the way to discipline a man was to bawl him out in public or lay him off for a few days. But today the situation is different. There are a number of factors that the supervisor has to take into consideration before he reprimands a man. These are: the union—or the threat of a union; the grievance machinery; the right to appeal; and the demands of the workers to receive a square deal. The supervisor who goes off half-cocked often finds that his decisions are reversed, and such reversals adversely affect his status as a leader.

Before giving a reprimand, the supervisor must make sure that he has the facts of the situation. If there is a union in the plant, it may spring to the defense of its constituents and challenge the action of

the supervisor. If he lacks facts, he will have difficulty defending his action. Where there is no union in the plant, unjust and unwarranted discipline can breed a union. Workers who feel that they are not being treated justly will seek protection. If they cannot get it in the plant, they will look elsewhere. The supervisor's decisions on reprimands can often be appealed to upper management or to the personnel department; so he must always back up his decisions with facts. Whether or not there is a right to appeal, if the supervisor reprimands without sufficient justification, he is setting the stage for dissension.

In investigating the violation of an important rule of conduct, the supervisor should seek to find the facts of what actually happened, to uncover the causes for it, and to determine what action he should take to prevent recurrence of the violation. If he was present when the rule was broken, he should try to review the situation from an unprejudiced point of view. He should avoid jumping at conclusions and then seeking facts to support his conclusions. It is a good idea to write the account of the happening while it is fresh in his mind.

If the supervisor was not present when the rule was broken—for example, fighting or drinking on the job—it is necessary for him to depend upon hearsay or secondhand evidence, which is quite unreliable. To compensate for its unreliability, he should get information from as many sources as possible and evaluate each report against the others.

In uncovering the causes and determining the appropriate action, the supervisor will find helpful the list of questions relating to rules and the list relating to violators. He can obtain additional information about the man from the personnel folder and the employee-evaluation sheet. From the total information, the supervisor can guess at causes and set up a tentative plan to prevent recurrence of the violation.

After the supervisor has gathered as much evidence as possible and has set up a tentative plan of action, he is ready to interview the person who has violated the rule. During the interview, the supervisor should be looking for more facts and for factors which may have influence on his plan of action.

The interview should be in private. The supervisor must control the situation and the tempers. He might first present the problem and then state the facts as he sees them. Later, he should give the man the opportunity to tell his side of the story. The supervisor should re-

member that he is still seeking facts and should maintain an unprejudiced point of view. The facts presented by the worker might throw an entirely different light on the case and might make it necessary to suspend the interview until more facts could be gathered. The facts presented by the worker might show that he was not at fault. When this is the case, the supervisor should tell the worker that he is in the clear and that nothing is being held against him.

During the interview, the supervisor should try to crystallize the causes of the violation; he should study the attitude of the worker and develop a plan of action that will prevent the recurrence of the violation. The supervisor should be thinking not in terms of punishment but in terms of correction. He should show the worker the seriousness of his action and the need for imposing a penalty. If the supervisor can get agreement and acceptance from the worker, most of the battle is won.

In administering the penalty, the supervisor is faced with two difficulties: fitting the penalty to the violation and fitting it to the violator. He must administer a penalty that is considered to be fair in relation to the offense. Also, he must fit the penalty to the violator in order to prevent recurrence of the act. If he is too lenient, the other workers, not having all the facts, will think that he is letting the violator get away with something, and they, too, will expect the same leniency. On the other hand, if he is too severe, the workers will look upon him as a tyrant instead of a leader.

Occasionally a supervisor will get so wound up in the technique of reprimanding that the worker leaves the interview without knowing what it was all about or that he received a reprimand. The supervisor must state each issue clearly and forcefully. During the interview, he should tell the man that, after the penalty is paid, the case is closed. He should end the interview on a constructive note by showing the man how to improve or how to avoid violating the rules.

The supervisor must make a record of every serious violation, with the causes and the penalty, and have it put in the man's personnel folder. There are several reasons for keeping such a record: first, the supervisor may have to defend his disciplinary action if the violator appeals it; second, the supervisor needs to study such a record in order to determine the proper penalty if the violator repeats the offense; and, third, if it should become necessary to lay off or discharge the worker at some future time, the man's record must show cause to sup-

port the action. These records become doubly important when there is a union in the plant.

It is necessary for the supervisor to follow up on a disciplinary action in order to determine whether the penalty had constructive or destructive consequences. The supervisor wants his disciplinary actions to result in making the worker part of the "in" group, so that loyalty and high morale—and not the fear of penalties—will bring about a natural observance of rules of conduct.

The Discharge

There was a time when being discharged did not mean much to many workers. But now a discharge is taken more seriously because the man who has been discharged has difficulty getting a similar job elsewhere. The supervisor who discharges workers lightly or uses the discharge as a means of escaping problems is not acting justly.

Occasionally the trial work period shows that an individual does not fit into the organization. Such a person should be terminated. The reason should be explained to him, and he should have the opportunity of resigning instead of being discharged.

Sometimes there is an employee who should have been terminated at the end of his trial work period, but for some reason he was not, and he has never turned out an acceptable amount of work. The supervisor has investigated every possible cause for the low production and has tried every possible means to improve it. He has warned the man, and he has kept a record of the man's output, showing how far it is below the standard. With such a man, it is up to the supervisor not to put it off any longer but to give the man a choice of resigning or being discharged from the department.

The discharge implies a serious deficiency on the part of the discharged person—some such conduct on the job as fighting, drinking, stealing, immorality, or gross insubordination. A discharge, therefore, should never be the result of anger but should be based on logic supported by substantial facts. The supervisor should have the right to discharge from his own department: he needs it to maintain his authority. However, discharge from the company should be handled by higher authority or by the personnel department, with serious consideration given to the recommendations of the supervisor.

When a person is discharged, he should be gotten away from the company property as soon as possible. However, he should have the

right to appeal to higher authority or state his case to the personnel department. This can be accomplished if every employee separating from the company is given an exit interview before he gets his final check.

TARDINESS AND ABSENTEEISM

The Effects of Tardiness and Absenteeism

The problems of tardiness and absenteeism can be considered together, because absenteeism is tardiness extended over a longer period of time. If the worker is several minutes or hours late in getting on the job, he is tardy; but if the time stretches beyond a half-day or a day, he is considered to be absent from the job. The difficulties caused by tardiness are similar to those caused by absenteeism.

Tardiness and absenteeism among workers greatly disturb the work of the supervisor because they affect every aspect of job management—planning, organizing, directing, co-ordinating, and controlling. Daily planning has to be revised; one or several jobs have to be shifted; additional directions have to be given; the relationship of each job with the others has to be revamped; and, finally, additional inspecting or controlling of the progress of the work becomes necessary.

Many supervisors are greatly disturbed when a shortage of materials occurs. The effects of a shortage of workers due to tardiness and absenteeism are just as serious, if not more so. Tardiness and absenteeism increase the cost of running a section; materials and machines are idle when men are not on the job.

Tardiness and absenteeism lower the morale of any group. Few people like to carry another's burden in addition to their own: they feel that they are being imposed upon. If tardiness and absenteeism are not penalized sufficiently, there arises the feeling that the company does not consider attendance as being important and does not appreciate a man's effort—and it is an effort—to be on the job every day and to get there on time.

The employee who is habitually tardy or absent is placing himself in a disadvantageous position. He may think that, since he is penalized financially, he is assuming his share of the cost; but he is not: the total cost to the company is much greater. The tardy or absent employee is hurting his chances of getting ahead in the organization, because he cannot be depended upon. In fact, he is alienating himself from the

rest of the work team because he is not assuming his share of the work load.

Uncovering the Causes

The supervisor is particularly interested in uncovering those causes of tardiness and absenteeism that can be controlled either by himself or by action of the company. The analysis of tardiness and absentee records can be of great use in uncovering conditions that not only are causing tardiness and absenteeism but also may be affecting adversely the morale and production of his section.

If the absentee rate is unusually high in one unit as compared to other units, it may indicate the need to investigate the working conditions of that unit. Unfavorable working conditions might be caused by poor illumination, insufficient ventilation, fumes, noise, and the like. Perhaps the supervision is poor. A sudden increase in tardiness or absenteeism might be caused by excessive overtime. Abnormal absenteeism on certain jobs may indicate poor selection, induction, or training of the workers.

When there are no definite patterns, the causes may be more subtle. Men express their dissatisfaction with a work situation in various ways and in various degrees. Some workers express themselves first by griping among themselves, then by being tardy, then by taking time off to look for another job, and, finally, by quitting. Other workers may be expressing resentment without even realizing that they are doing it: they may not be conscious of why their production and morale are low. Thus the supervisor cannot generalize too much in uncovering causes. However, when the workers have reached the point of being tardy or absent, the cause is close to the surface, and they are willing to discuss it. Talking to these men about their tardiness and absences will often uncover personality clashes, fear of being hurt on the job, suspicions of discrimination, feelings of not getting a square deal, and a host of other causes of low production and morale. When these are uncovered, corrective steps can be taken. The procedure for handling complaints will be discussed in Chapter 17, "Gripes and Grievances."

The discussion of tardiness and absences with the worker may disclose outside causes that are affecting the worker while he is on the job—sickness in the family, difficulties at home, debts, or other worries. Talking it over with the supervisor may give the worker some relief,

and the supervisor may be able to give the worker some ideas to help him solve his personal problems.

Remedial Actions

Some causes of tardiness and absenteeism are outside the control of the employee but within the control of the company. On these, the supervisor should make strong recommendations to upper management for improvement of those that are outside his jurisdiction. For instance, transportation and traffic difficulties can often be cleared up by changing the hours of work. It is often possible to get the public transportation company to be more regular on its schedules or to move up a schedule a few minutes to get the workers to the job on time. Additional parking space or the assigning of parking space may help workers to be on time.

The incidence of colds might be decreased by better control of temperature and ventilation and by prompt medical attention. Some of the home conditions can be bettered by co-operating with the local social and recreation agencies. Working conditions can be improved, men better fitted to jobs, and conflict situations removed. Even increasing the number of timeclocks or shifting their location may cut down tardiness.

Habitual tardiness or absenteeism due to laziness, big week ends, or even no real reason might be handled in the beginning by imposing the penalty and impressing on the offender the importance of being on the job and the effect of his absence on the rest of the workers. If this has no effect, stronger action is necessary, and he should be penalized in relation to raises and promotions. Finally, it may be necessary to separate him from the company.

Preventive Actions

Management should let the employees know that it considers tardiness and absenteeism to be serious matters. There should be definite rules and appropriate penalties to cover the various situations that arise in the matter of attendance. Care must be taken to balance the penalties for tardiness against the penalties for absenteeism: if the penalties for tardiness are too severe, the workers will stay away all day rather than come in late.

Making the plant a pleasant place in which to work is a good way of

preventing absenteeism. The housekeeping should be good, and the place should be clean—particularly the windows and restrooms. The walls should be painted to make the place bright and cheerful. Good working conditions, plant medical care, and recreation programs are factors that often tip the scales in favor of coming to work rather than taking the day off.

It has been found effective in some instances to post departmental attendance records in the same way that safety records are posted.

A technique that is sometimes successful in reducing tardiness is to make it more inconvenient to be tardy than to be on time. This is accomplished by picking up the time cards after the starting time and having the tardy people sign slips in the supervisor's office or in a remote corner of the plant. These slips are made a part of the employee's record.

The supervisor promotes promptness and good attendance by setting a good example and by building up in his team a sense of responsibility, so that it is considered poor sportsmanship to place an added burden on the other fellows by being late or absent without good cause. Each member of the group should be made to feel that he is essential to the team, that doing a good job and being on time every day is the accepted way of behaving.

CONFERENCE TOPIC

PROBLEMS OF DISCIPLINE, TARDINESS, AND ABSENTEEISM

FOLLOWING UP ON THE JOB

Discipline

1. Do all your workers understand the rules of conduct?
2. Do you refresh their memories often enough?
3. Do your workers accept the rules of conduct voluntarily or out of fear of penalties?
4. Do you have enough facts and a tentative plan of action before you reprimand?
5. Do you seek additional facts during the disciplinary interview?
6. Do you always have such interviews under control?
7. Do you always give the employee a chance to tell his side of the story?

8. Do you always show the employee how to correct his behavior?
9. Do you always fit the penalty to both the violation and the violator?
10. Do you always follow up to see if the penalty had constructive results?
11. When your disciplining backfires, do you try to find out why?
12. Do you ever discharge a worker while you are angry?

Tardiness and Absenteeism

1. Do you pay enough attention to tardiness and absenteeism?
2. Do your employees realize the full cost of tardiness and absenteeism?
3. Do you analyze tardiness and absenteeism records?
4. Do you use tardiness and absenteeism investigations as a means of uncovering undesirable conditions in your section?
5. When tardiness and absenteeism have their origin in home problems, do you try to help?
6. Do you make recommendations to upper management about ways to reduce tardiness and absenteeism?
7. Do you try to make your section a pleasant place in which to work?
8. Do you set a good example by being prompt and on the job every day?

17. GRIPES AND GRIEVANCES

CASE STUDIES

WHEN people are working together, they are going to have gripes (vexations, irritations, annoyances) which, if allowed to grow and fester, will often develop into grievances (written complaints). Since gripes and grievances interfere with production and good human relations, it is the responsibility of the supervisor to settle them before they become serious.

Gripes and grievances should be settled as promptly as possible and at the lowest possible level in the organization. Otherwise they grow into issues that align employees against the company.

Care must be used in getting at the real causes of dissatisfactions; often they are different from the expressed causes. Investigation must go below the surface to find out what is wrong or what the worker feels is wrong in the situation.

The solution has to be in line with company policy, in line with the group's ideas of fair play, and designed to remove, if possible, the cause of the worker's dissatisfaction.

CASE 1

One of your supervisors asks you to render a decision concerning two of his employees: Joe Black claims that Jim Snow owes him twenty dollars for rides to work; Snow denies owing Black any money. The two men are continually quarreling on the job about the money.

1. To what extent should you be interested in this case?

2. Who should handle this case? Why?
3. How should this case be handled?

CASE 2

The plant is situated on the edge of town, and there are no good eating places near by; so the company built a cafeteria, which it runs on a no-profit basis. All the food served is of the highest quality; yet from the beginning the workers have complained about the prices and the small portions. Recently, on account of increased costs, the company had to raise prices in the cafeteria. Some of the workers half-jokingly say that the company is using the cafeteria to get back the money that the last general raise is costing it. Top management does not like this situation and is asking the supervisors for suggestions.

List and justify some suggestions that you would submit to top management.

CASE 3

You have under your supervision a man who is an expert in his line of work but unfortunately is a practical joker. He played his jokes until he was threatened by the other workers; then he began to sulk. His efficiency has dropped.

1. What causes men to be practical jokers?
2. How would you go about curing this employee?

CASE 4

Joe is one of seven clerks under your supervision. Because of his personality and his talent as an amateur comedian, he is liked by most of the people at the installation, including men in top-management positions. On several occasions he has been asked by higher officials to perform at various parties. After each of these occasions, Joe becomes very cocky and assumes the attitude of a privileged character—becomes lax in his work and goes over your head to a higher official with his problems. After a while he settles down to his job and will admit that he was wrong in going over your head and that his work could have been better. The other employees—although they like him personally—resent his actions and think he is getting by

with murder. They all have expressed their feelings very freely to you.

1. Where have you been lax in the situation?
2. How are you going to handle Joe?
3. What are some of the problems that you might run into?
4. How should you settle the complaint of the other employees?

CASE 5

You are in charge of a department which employs both men and women. The jobs that the women can do are limited by the state labor code, whereas the men have to do any job that is assigned to them. Since there is only a slight pay differential, there is a strong feeling of resentment among the men, with the result that they are slowing down and refusing to help the women. The department morale and output are falling off. You are not responsible for employing the women, but you are informed by top management that it is necessary to retain them.

1. Should there be "equal pay for equal work"?
2. Would you appeal to the men on a chivalry basis?
3. How would you handle the situation?
4. Would you turn the matter over to your chief?
5. Would you talk to the women? What would you say to them?

CASE 6

Recently you were promoted from the position of mechanic to that of supervisor. Your former partner holds the position of union steward (committeeman). Since your promotion he has turned against you and has become a troublemaker. He tries to break up the harmony of the group by promoting grievances. You have talked to him several times without results.

1. Should you recommend that he be fired?
2. Should you talk to the group?
3. What should you say to them?
4. How should you handle the situation?

CASE 7

The company's contract with the union requires that written grievances be submitted to the foreman for his action as the first step

toward settlement. You are a supervisor in the industrial relations department, and, as you process the cases, you find that a substantial number of the foremen in the operating department are taking the workers' point of view instead of the company's. The foremen state on grievances that the piece rates are too tight or that the men are justified in requesting a raise on the basis of merit. The industrial engineering department indicates that the rates are not set too tight, and your knowledge of the operators indicates that they do not deserve the raises on a merit basis.

You believe there is a twofold reason for the foremen's behavior: first, the foremen belonged to the union when they were part of the rank and file, and, second, the foremen feel that, if the workers' earnings are increased, the foremen will have to get raises in order to maintain the differential between their wages and those of the workers.

Work out an industrial relations program to handle the above situation.

CASE 8

At the instigation of your boss, the plant issued written orders that certain specialized work must be done only by the man assigned to it. One evening just before quitting time, your boss comes to you (a foreman) and tells you that one of these restricted operations must be performed and that, since the regular man is gone, you are to do the job. You remind him of the written order, but he is annoyed by your hesitation and tells you to go ahead with the work. When you make an error—due to oversight and unfamiliarity with the job—you are reprimanded by top management and demoted. No consideration is given to the fact that you were ordered verbally to perform a job which was specifically forbidden by written order.

1. How can you get fair treatment?
2. Should you short-circuit the boss and go to a higher authority?
3. If you should so decide, what if the higher authority sides with your boss?
4. What are the advantages and disadvantages of having formal grievance machinery for foremen?

CASE 9

White and Black are crane operators in a manufacturing unit of the company. The operations of this unit are of a varied nature, and con-

sequently the work of these two men does not coincide with the work of crane operators in other units of the company.

White and Black learn that their pay grades are lower than those of some other crane operators in other parts of the company. They present a written grievance to their supervisor, who appears inclined to agree with them and routes the grievance to his chief.

The grievance is studied, and, to get all the facts, a job analyst of the personnel department is called in for consultation. The consultation reveals that certain phases of crane operations of the higher grades are not performed by the complainants and that their current job descriptions are in agreement with what they are doing.

In order to convince the complainants that their job grades are correct, the chief gets the job analyst, who is equipped with all detail data, to assist in a conference with the complainants. As a result of the conference, the complainants are convinced that they are not entitled to the higher grade.

1. Did the supervisor make a mistake in registering on-the-spot agreement with the two complainants?
2. Could the supervisor have solved this grievance at his level?
3. Was the chief's action correct in having the job analyst do the explaining? Or should the chief have delegated that job to the unit supervisor?

CASE 10

You are the supervisor of six production lines producing packaged food products. Under your supervision are twenty-five to thirty men all classified as general utility men and paid the same rate. Most of the jobs performed by these men are unskilled and easily taught operations, such as handling empty glassware, receiving and storing production supplies, and cleaning the equipment. One operation, however, requires some skill and training—that of running the machines that fill and label the jars.

Originally the policy was for all men working on the production floor to rotate jobs weekly. Through a period of years six of the men have shown themselves to be far superior to the others in the job of operating the machines. When they are at the machines, production and quality are high, and breakdowns are kept to a minimum.

Although the original policy is still in effect, you have made it a practice to rotate the machine operators among themselves and to rotate the balance of the men on the unskilled jobs. The men doing

the unskilled jobs have just presented a complaint through their shop steward, asking that the machine-operating jobs be included in their rotation.

The machine operators resent the prospect of a change. They feel that by extra effort they have made themselves proficient on a job and should not have to rotate into the purely manual jobs. If they are forced to rotate into these jobs, they plan to invoke their seniority and "bump" men in other departments.

You seem to be faced with three unhappy possibilities: (1) If you allow these men to stay on the machines, you must remove them from the "general-utility" classification and give them a rate increase; (2) if you do not reclassify them, the other men will have a sound basis for grievance; (3) if the six skilled men transfer, you will have to retrain the rest of the men as machine operators, and this is going to cause a drop in quantity and quality of output.

1. What initial mistakes led to the creation of this unfortunate situation?
2. What factors contribute to the attitude of the machine operators? Is prestige involved?
3. How should you settle the above problem? Justify your answer.
4. How can such a situation be avoided in the future?

CASE 11

Recently you were advanced to the position of supervisor. You wondered at the time why Jim Jones, a fellow-worker, did not get the job instead of you. Jones's work was the best in the section. He is in his early sixties, and, before coming with the company five years ago, he had run his own shop until he was forced out of business by a dishonest partner. When he had his own shop, he supervised twice the number of men you now supervise.

Since you became supervisor, his work is falling off, and he is bitter about being passed over. You ask your boss why Jones didn't get the job, and he says the only reason was Jones's advanced age.

1. Is it your responsibility or your boss's responsibility to tell Jones why he was not promoted?
2. What are the advantages and disadvantages of having a man in his sixties as a supervisor?
3. How are you going to gain Jim Jones's co-operation?

CASE 12

You are the supervisor of a number of machine operators. In your section is a young operator, Joe Smith, who is rather bright, learns rapidly, and—you think—has possibilities in spite of the fact that he, like the rest of the young fellows, is occasionally tardy, absent, and careless in his work.

Recently Joe told you that he is engaged and plans to get married as soon as he can get upgraded to a higher-paying job. You tell him that he will have to settle down to work and cut out all the foolishness if he expects to get a better job. Joe tries, and with some success, but lapses occasionally; so you decide to help him by keeping after him. Every time he is tardy, absent, or careless, you give him a good calling-down. He is showing some improvement in his work, and you think you will be able to upgrade him in a few weeks.

This morning Joe came in late; so you start to bawl him out. He gets very angry and turns on you, saying: "What have you got against me? Ever since I told you that I plan to get married, you have hounded me continuously, criticizing everything I do, so that I can't get a better job. I quit."

1. What mistakes did you make in this case?
2. How should you have worked with Joe?
3. How are you going to straighten out the situation?
4. What are some of the ways of getting young workers to pay attention to their jobs?

CASE 13

A year ago you began training two men for the one job of being your assistant. During that period you gave them quite a bit of authority and responsibility. Both men worked extremely hard and were in active competition for the job.

Finally, several months ago, you selected one of them—Jack White—for the job because he showed greater capacity for future growth, while the other—Joe Black—seemed to be working right up to the edge of his abilities. You told both men that this was the reason why you chose White to be your assistant.

From time to time you have been checking with White on how Black is coming along in his present job, which now has less authority and responsibility. White reports that Black is sulky, that the quality

and quantity of his work are off, and that he is not doing nearly so good a job as when they were in active competition. Also, he says that he has heard from some of the men that Black is having trouble at home, that he is placing bets on the horses over the office phone, and that he is losing heavily on his bets.

1. How does Black see the facts?
2. How does White see the facts?
3. What additional facts or suggestions can you give Jack White to help him solve the problem of Black?
4. What part should you take in solving the problem?
5. Set up a procedure that White might use in investigating and solving the problem.

CASE 14

Recently a worker, Joe Blue, submitted a written grievance stating that he is being discriminated against because of his race. He states that Jim Smith (one of your assistants) prevented him from advancing to a supervisory position; he names several men less qualified technically who were promoted over him; he mentions that the one other member of his race in the group was also passed over; and he lists dates on which he claims Smith told him to his face that he did not like him.

You call Smith into your office and show him the grievance. He tells you that Blue is very active in leading minority-group movements and can twist anything into a race issue. Smith admits that he dislikes Blue and cannot disguise it. He says that Blue is superior technically to the rest of the group but has no leadership ability except aggressiveness in relation to the race issue. Smith justifies his position by saying that he gets along well with the other member of the minority race—a slow and contented individual.

You do not want to have any discrimination issue in your organization, nor do you want to shift either Blue or Smith out of his present position.

1. Evaluate the case as presented by Blue in the grievance.
2. Evaluate the case as presented by Smith, the assistant.
3. How are you going to investigate the case in order to get a clearer picture?
4. What kind of written answer are you going to give?
5. What is the procedure for handling a written grievance?

CASE 15

Before the expansion program started, Jim Jones (one of your assistants) got along very well with everyone, and his group did a good job. Lately, however, he has become sullen, drawing into himself, and is abrupt in all his contacts with others. The production of his group is falling off. Recently you have been noticing a rather strong odor of liquor on his breath when he reports for work.

This morning you were reviewing with him some of the employee-evaluation reports he had turned in on his workers, because he had marked them rather low. You believe that he was too severe. When you indicated this to him, he lost control of himself, became white with anger, and shouted that he would mark them outstanding if it would help get aid to his boy in the service. He then went on to say that he was damn sick of wasting his productive time making out employee-evaluation reports and going through all the red tape associated with supervision. And, besides, he could see nothing being accomplished in the organization—just plans being continually changed and people always chatting and wasting time—while his boy is out there being shot at.

Finally, he points his finger at you and says that you know that this is true and that you are doing nothing about it. Then he walks out of your office and slams the door.

1. What are the facts as Jones sees them?
2. What are the facts as the average supervisor sees them?
3. What are the facts as you see them?
4. How would the average supervisor act if he were in Jim Jones's place?
5. What are the factors preventing Jones from handling the situation adequately?
6. What are the possible solutions open to you in handling Jones? What might be the consequences of each?
7. What is the best solution?
8. What kind of a follow-up should you use?

PRINCIPLES

Gripes and Grievances Defined

A gripe (expressed or unexpressed annoyance, irritation, or vexation) may be defined as a condition that is causing a worker to hold

back the effort he usually puts forth on the job. It decreases his will to work; it causes him to pull away from the team; it tends to make him an "outsider" rather than an "insider." A gripe is something more than just being unsatisfied with the job. Few people are completely satisfied with their jobs, and few people consider work as a joy and a blessing. To most people, work is a necessary chore that requires sacrifice either to a small or to a great degree. Ordinary "beefing" may not be the manifestation of a gripe but just a means of obtaining some relief from a situation that the worker realizes cannot be corrected. On the other hand, such complaining might be the first indication of resentment or the development of a gripe.

Gripes may be real or imaginary. They may have their origins in something that is actually wrong in the work situation or in something the worker only thinks is wrong in it. Whether the difficulty is actual or imagined, it is real in the mind of the worker, and the unfavorable reactions to it are the same.

A gripe may be expressed or unexpressed. It is considered to be expressed when the worker or workers are airing their complaints about something rather definite. It is considered to be unexpressed when it is smoldering, when the individual or individuals are not communicative but sullen, when the dissatisfaction is not crystallized. When such a gripe becomes expressed or crystallized, it may not appear in its true form. It might actually be built upon a number of minor irritations; but, when it breaks out into the open, it may center about a single item, exaggerating its importance in relation to the rest of the underlying causes.

Gripes may arise out of a man's relationships to his job, to his co-workers, to his superiors, or to his subordinates; they may have their origins in working conditions, company policies, or rules. Some gripes originate outside the plant; a number of them start at home. But, no matter what their origins, they have a bad effect upon a man's behavior as an employee.

A grievance is a complaint that is presented formally in writing to the company. When a gripe is ignored or settled in a manner unsatisfactory to the worker or workers, it may be put in writing and presented as a definite complaint. Then it is no longer a gripe but becomes a grievance, which has to be handled according to the procedure set up in the grievance machinery of the company.

Manifestations of a Gripe

Gripes generally manifest themselves by some sort of change in the behavior of the aggrieved employee: the happy-go-lucky worker becomes sullen; the center of the crowd begins to keep more to himself; the enthusiastic worker becomes a daydreamer; the safe worker becomes careless; the good housekeeper becomes sloppy. Often there will be a flare-up; the worker may refuse to follow orders. There will be quarreling, faultfinding, or expressions of general or specific discontent. Occasionally a worker will "boil over" and "tell the boss off." When a group of workers has a gripe, there is increased quarreling, gossiping, and stalling on the job.

The supervisor should suspect a gripe when there is:

1. A steady decrease in production
2. A falling-off of quality of production
3. An increase in loafing, tardiness, and absenteeism.

The Supervisor's Role in Handling Gripes

There are a number of things the supervisor can do about gripes: he may ignore them; he may let upper management or the personnel department worry about them; he may even let the union turn them into grievances. Or he may—as he should—assume his responsibility and handle them himself.

Ignoring a gripe seldom leads to its disappearance. Instead, like an infected thumb, it festers and becomes worse as long as the irritant is present. Then minor unsatisfactory conditions cause undue annoyance, and the situation deteriorates until lowered production or increased waste, injuries, tardiness, absenteeism, and turnover call for more drastic action than would have been needed to cure the gripe in the first place.

Sometimes upper management has a so-called "open-door" policy, according to which any employee who has a problem or a complaint is welcome to discuss it with the big boss. Such a policy is not very effective. Most workers like to avoid the big boss; they do not bring their gripes to him, and thus their gripes are not settled. The few who might seek him out have a personal axe to grind, or they just want to come to his attention, or they have a complaint that has already reached a serious stage.

It is very difficult for the head of a concern to get a true picture of the situation without spending a lot of time investigating and calling in a lot of people to get their sides of the story. Often he does not have sufficient time; so he makes a quick decision, which creates more disturbance than it settles as it is carried out down through the chain of command. The supervisor who passes gripes up the line instead of settling them in his section may be creating more trouble for himself than he is avoiding.

The supervisor may avoid the handling of gripes by passing them over to the counselor or some other member of the personnel department. Counselors have a definite and useful function to perform, but there should be a distinction made between their activities and those reserved for the supervisor. The supervisor who avoids his responsibility in relation to gripes often finds that he has a lot of explaining to do. Also he finds himself on the defensive. He is placed in opposition to the worker. The gripe develops into a case of worker versus supervisor. When this situation exists, it is very difficult to build a team in which the supervisor is working *with* the employees.

Another way for the supervisor to run away from his responsibilities is to let the union handle the gripes by turning them into grievances. When this is a regular occurrence in the company, upper management may be partly to blame. If upper management engages in the practice of rejecting or not giving prompt attention to the recommendations of its supervisors—but acts promptly when the union presents the same matter in the form of a grievance—it is encouraging the supervisor to avoid his responsibilities. For example, a supervisor may request time and time again that the restrooms be properly maintained, but he gets no results; then the union submits a written grievance on the subject, and the condition is corrected immediately. Under such circumstances the supervisor begins to question the worth-whileness of handling gripes.

Turning the job over to the union is wrong for two reasons. First, grievances made from gripes and handled through the grievance machinery alienate the loyalties of workers from management and are breeders of conflict. Second, such action weakens the supervisor's position as a leader and makes the union steward the leader of the team. It deprives the supervisor of the opportunity of building strong ties with his workers through settling their problems and getting things done for them.

The logical man to handle gripes is the immediate supervisor. He is close to the scene; he is in a position to detect the gripe in its early stage of development; he knows, or should know, his workers. In many cases he was once a member of the rank and file, and he can put himself in their position. In fact, he may have acted in the past as some of the aggrieved may now be acting. He can uncover the true causes behind the apparent causes. He knows what is important and what is not important in the eyes of the worker. Many supervisors have years of experience in solving the problems of workers—they have either had to solve them or live with them. Supervisors have seen the same problems recurring from time to time, and they have solved them by trial and error or by hard thinking. Many of their solutions are better than those of the experts. The way supervisors analyze and solve the case studies in this book is good evidence of this.

The supervisor, in settling gripes, builds himself up as a leader—as the captain of his team—and gets closer to his men. By settling gripes, in many cases he is getting something for the men instead of always getting something out of them. He is doing his job of representing his men to management as well as representing management to his men.

It is true that some of the gripes of the workers are against the supervisor; so there should be provisions for appeal. However, the experienced supervisor, skilled in interviewing, can solve many of these problems. In some cases the supervisor is just the substitute cause rather than the real cause of the gripe. The worker builds up resentment against the supervisor until the latter becomes the personification of all his troubles. Under such circumstances, the skilled supervisor can clear the air by letting the aggrieved worker blow off steam and can—better than any third party—show that he has no grudge against the worker. He can achieve a meeting of the minds and an understanding. He can show by subsequent actions and interest that the worker had the wrong impression. Many a supervisor has been able to turn his worst critic into his best friend.

Applying the Problem-Solving Technique to Gripes

In Chapter 1, the problem-solving technique was described in detail. This technique is very useful in the handling of gripes. There are six steps in the procedure:

1. Define the problem or problems.

2. Gather the facts.
3. Catalogue the facts in terms of principles and policies.
4. Select the best practical solution.
5. Achieve the solution.
6. Follow up the effectiveness of the solution.

Since the handling of a gripe might be an involved process because the facts are so often hidden, it is recommended that the six steps be applied carefully, one at a time, to the problem. Of course, there may be situations in which the supervisor does not have time to work carefully and slowly from one step to the next, picking and sorting the facts. A gripe might explode suddenly when an employee is emotionally upset, thus making it necessary to go through all the steps together and to work out the solution in a single interview. Or the gripe might have a simple and obvious solution that can be explained at once to the worker. When the gripe is not a simple one, it is better if the supervisor has the opportunity to make haste slowly.

Step 1. Define the Problem

What's the complaint? What does the worker say he wants? What does he say is wrong? Who and what does it involve? Is it an individual problem or a group problem?

If the worker did not bring a complaint, but his production and behavior indicate that he has a gripe, what did he say when you asked him about it? What reason or excuse did he give for the low production or the poor quality, for the tardiness or absenteeism, for the quarreling or insubordination?

The complaint that the worker expressed or the reason he gave for his behavior may not be the real cause behind the gripe: maybe he thinks it sounds more reasonable than the real cause, or perhaps he thinks it is the real cause because he does not recognize what lies at the bottom of his trouble.

At any rate, what the worker said plus what the supervisor already knows about the situation is the supervisor's starting point from which he begins his investigation.

As an illustration of each of the steps in the problem-solving technique, take the case of Joe Smith's gripe: Step 1. Joe is a drill-press operator in the shop. His work is simple, and he is paid on an hourly base. He always kept his output up and never caused any trouble. Now his production has been off for a week, getting worse each day, while the production of the

men around him remains steady. When you first asked him what was wrong, he said his machine was out of adjustment. A checkup showed that there was nothing wrong with it. Next day you asked him what was the trouble, and he blamed the material. The other drill-press operators were working on material from the same batch and finding nothing wrong with it. The next day you asked Joe why he wasn't up to his usual stuff, and he said he had a headache. You let him alone for two days to see if he would get back to normal. Now you tell him that his production has been off all week and is getting no better, and you ask him for the real reason. He says that he can't support his family on this job, and he wants to be upgraded to a job on piece rates where working hard would get him more money.

Step 2. Gather the Facts

The supervisor might invite the complainant into his office at once to talk the matter over; or he might want to do some investigating before the interview. The investigating might be a matter of looking up records—personnel records, production records, employee-evaluation sheets, or tardiness and absentee reports; or it might be checking up on how company policy would apply to the case; or it might be asking workers questions in order to get some more light on the problem.

At any rate, the supervisor should make it a point to have a talk with the aggrieved worker as soon as possible after getting the complaint. The interview should be begun in a way that will put the employee at ease. It is better to let him talk himself out if he is upset—let him get it off his chest. This is especially true if the gripe is directed toward the supervisor. "Telling the boss off" may remove most of the gripe, but there still remains the need of exploring the situation.

The supervisor must follow closely what the worker is saying. What is he trying to say? What is it he is trying to get at? What does he avoid discussing? What is he trying to hide? What is the topic or main point he continually returns to during the conversation?

The supervisor should try to reach a meeting of minds with the worker as to what the problem is; he should try to state the problem and get agreement from the worker that the statement is accurate.

During the interview the supervisor should try to find out what the worker considers to be a good solution to the problem. The worker may have asked for something in expressing his gripe; but what he asked for may not be the thing that would solve his problem. A person who has a gripe usually has a solution in the back of his head.

This solution may be a good one; but, whether or not it is good or practical, it is necessary for the supervisor to know *what* it is, because the solution the supervisor works out has to be sold or explained to the worker in terms of the solution that the worker has in mind.

If the supervisor needs time to gather or verify information or to work out the solution, he should terminate the interview, telling the worker that more time is needed and promising to keep him informed of progress.

The supervisor should pay particular attention to the parting words of the worker; they may give the key to the whole problem.

The supervisor may have to chat with other people who know the aggrieved worker—his fellow-workers, previous supervisors, or the personnel people—to get additional facts or verification of statements made in the interview.

Now take up Joe Smith's case at Step 2: You looked up Joe's production records and his employee-evaluation sheets before you spoke to him the third time about his production, and you also know the policy on upgrading a worker of Joe's rating and seniority. So when Joe expresses his gripe, you know enough about the situation to talk it over right away. You ask Joe to come into your office.

Joe comes in and sits down, and you ask him to tell you what he has in mind about the upgrading. He just asks again if you will upgrade him to a job on piece rates where he could make more money so that he could support his wife and children. You explain to him that he does not have the seniority, a high enough merit rating, or the experience necessary to make him eligible for upgrading.

Joe then says that you are holding him back—that you don't like him and that is the reason you haven't trained him for a better job. He says that he is licked; so he has quit trying.

You ask him for time to study the problem, and, as he is leaving, he says that you don't know how hard it is to support a family and pay out X dollars a month on a car. This figure seems abnormally high to you, but you think you had better get a little information on car payments before you go into that one.

You go out and chat with some of Joe's fellow-workers. They tell you that they are paying for cars. You ask the amount of the monthly payments, and the figures are substantially below the amount quoted by Joe. You ask one of the fellows where Joe bought his car and learn that Joe got a great bargain from a private party and paid cash for it, but he borrowed some of the money from a loan company that is charging him a high rate and pressing him for payments.

You stop back at Joe's machine and ask him if he'd mind telling you about his payment difficulties on the car. He says that he owes five hundred

dollars to the loan company and couldn't make the payment due last Monday. That makes the full amount due. He says he worries day and night about what will happen now.

Step 3. Catalogue the Facts

Now the supervisor has to examine the facts and line them up. What is most important? What is less important? What is not worth bothering about? What is the cause of what? What is the effect of what?

Would the average employee react this way to the situation? Would the supervisor himself react this way if he were in the worker's shoes? If so, then the key to the situation may lie in the environment rather than in the worker. Perhaps there are other workers up against the same problem, and their gripes are still in the developmental stage. On the other hand, if the employee with the gripe is acting differently than the normal worker would, then the investigation should center around the worker: First, what demand is the situation making on this individual that he is failing to meet? Second, what is the individual demanding of the situation that it is failing to supply? Can adjustments be made?

What policies or principles of good management might be used in solving the problem? What policies or principles are being violated that such a problem should exist? A review of principles and cases studied in this course should supply hints and aids in working out solutions.

Returning to Joe in Step 3, here are some of the facts you have to evaluate and catalogue in looking for a solution:

1. Joe thinks he can't get along unless he is upgraded to a piece-work job.
2. Company policy for upgrading requires more seniority, more experience, and a better merit rating than Joe has.
3. Joe must figure that his chances of upgrading are slim, judging from the way he blamed you for not training him for another job.
4. The average worker hoping for advancement would try to hold onto his present job and not jeopardize it by failure to produce.
5. Joe's co-workers are able to pay for their cars and support their families.
6. Joe is being pressed by the loan company for abnormally high payments and possibly for the full amount of five hundred dollars.
7. There is a possibility of transferring Joe to a department where he could make more overtime.

8. The company has a policy of occasionally lending money to employees to get them out of certain types of financial difficulties, and Joe's case falls into this category.

Step 4. Select the Best Possible Solution

The supervisor has assembled the facts and sorted them in the order of their importance or bearing on the case; now from them he should set up possible solutions and consider their probable consequences. He should examine each solution. Is it in terms of good management principles? Is it in line with the policies of the company? If it violates either, it will lead to difficulties.

Will the solution set a precedent? Will other employees demand equal privileges? Will they consider the solution as unfair? Can the aggrieved employee be adjusted to this solution? Just how bad is the situation? Is drastic action needed? It may be necessary to use one solution to take care of the emergency and then work toward a better solution after that.

There may be more than one acceptable solution; or a solution might be made contingent upon some information that has to be gotten from the employee, or upon action of higher authority.

In Step 4 in Joe's case, you set up solutions and consider them:

1. You might upgrade Joe as he asks. It would be a violation of company policy and would be contrary to the principles of good management. Besides that, it would be unfair to Joe's fellow-workers. It might not even do Joe much good if he needs money in a hurry.
2. You might transfer him to a department where he could make more overtime. You certainly do not want to have his fellow-workers asking for the same treatment. It is doubtful whether Joe could make enough on overtime to get himself out of his financial difficulties.
3. Joe would probably be O.K. on his present job if he got his finances under control and paid for his car at the same rate that the other fellows are paying. The loan from the company looks like the best solution if it can be arranged.

You have now made a decision contingent upon action of higher authority; before you can go ahead, you have to get an O.K. on a loan to Joe.

Step 5. Achieve the Solution

The supervisor must be sure that he is acting within his authority in the solution of the problem. If the solution requires the action of

higher authority, he has to sell the idea to the higher authority. If such a solution is the one the worker asked for or agreed would be satisfactory, the worker should normally be informed that the request has been passed up the line for action. If the solution is something that might raise new hopes, only to have them dashed and perhaps create more conflict, the supervisor might keep quiet until he has gotten the approval of upper management. The supervisor should never hide behind his lack of authority to avoid solving a problem. Telling the worker, "I would do such and so if I had the authority," does not improve the situation; it makes it worse.

Whatever the solution, the supervisor has the job of selling it to the employee in such a way as to clear up the gripe. The decision made or the action taken on the case must be explained to the employee in the light of the solution that the employee has in mind. He may have to be unsold on his own idea of what the solution should be.

Step 5 in Joe's case: You ask the personnel department if they can get an OK on a loan for Joe so he can pay off the loan company in full. They report back that the loan can be made if Joe is a good credit risk.

You call Joe into your office and tell him about the possibility of the loan. You explain to him why it would be impossible to advance him to the piece-rate job and suggest that the earnings on piece rate might not take care of his present difficulties.

You ask Joe if he would be satisfied with his present job if he had his finances under control and could be paying off his debt at about the same rate that the other fellows are paying for their cars. You point out that to get the loan he must be a good credit risk and his job performance must be satisfactory.

You assure Joe that you have his welfare at heart, that you want him to be successful and that, when he is in line for upgrading, you will help him all you can.

Joe seems to be satisfied and grateful.

Step 6. Following Up on the Effectiveness of the Solution

After the solution has been put into effect, the supervisor must follow up to see whether the desired results have been achieved. He must find out whether the solution restored the man's will to work and whether the behavior that accompanied the gripe is now improved—if production and quality are good and if attendance and attitude are satisfactory. Also, the supervisor should look for by-products, either good or bad, that have resulted from the solution.

How has the group reacted to it? If the desired results have not been achieved, he may find it necessary to try one of the other possible solutions.

Step 6 in Joe's case: You keep an eye on Joe to see how he behaves. His production is up, and he tells you that, since he got the loan company off his mind, he feels a lot better—says he can wait his turn for the piece-rate job and he's grateful for all the help you gave him. Joe's co-workers seem to think you picked Joe out of a pretty tight spot; as yet none of them has gone into debt with the hope of being bailed out by the company.

Formal Grievance Machinery

In many companies—especially when there is a union present—there is formal procedure for handling written grievances. Expressed in its simplest form, it has a minimum of three steps. In the first step, the written grievance is presented to the supervisor by the worker or the union steward. A written answer must be made within a day or two. If the answer is unsatisfactory, the case is presented to upper management by an outside representative of the union. A reply must be made within a certain number of days. If a satisfactory solution cannot be reached, the case is then turned over to a disinterested third party—an arbitrator—for final settlement.

The lower the level on which grievances are settled, the easier they are to solve, because the higher up the scale they go, the more they take on the aspects of a "cause," with the workers and management solidifying their respective ranks in opposite camps. Often when grievances are settled by an outsider, the result is a compromise that is not satisfactory to either party.

The supervisor in answering written grievances must be sure of his facts. He should be well acquainted with the union contract, the grievance procedure, and the policy of the company on such matters.

In Joe Smith's case, what might have happened if the supervisor had paid no attention to Joe's gripe but had just told him he better get his production up or else? Joe would be sure that the only solution to his problem was the piece-rate job, that it was the supervisor's fault that he was not upgraded, and that the supervisor had discriminated against him by marking him low on his employee-evaluation sheet. Joe's production would probably remain unsatisfactory, and anything the supervisor said or did about it would be an alleged discrimination—not enough instruction, abrupt orders, or not saying Good Morning. Joe would pile up incident upon incident until he had enough to make a good written grievance, which he would present. The

grievance would come as a surprise to the supervisor, who could not do much more than deny the charges. By then he would not be able to convince Joe that he was not out to get him. The case would move up through the grievance procedure and gather complications as it went. It could even jeopardize the whole employee-evaluation system. No matter what the solution, the relations between Joe and his supervisor would be damaged beyond repair.

CONFERENCE TOPIC

HANDLING GRIPES AND GRIEVANCES

FOLLOWING UP ON THE JOB

Uncovering Gripes

1. Do you recognize the signs of a gripe?
2. Do you investigate tardiness and absenteeism with the idea of uncovering a gripe?
3. When quantity and quality of output are off, do you look for a gripe?
4. Are you able to uncover gripes easily?
5. Do your workers avoid expressing their gripes to you?
6. Do your workers present their gripes to you in a friendly manner? In a belligerent manner?
7. When you are investigating gripes, are your other workers willing to give you good information?
8. Do your workers feel that you give them a square deal?
9. Do you ignore gripes in the hope that they will disappear?
10. Do you avoid settling gripes by passing them on to your boss? To the personnel department?
11. Do you try to solve gripes and thus prevent them from becoming written grievances?

Handling Gripes

1. Do you define the problem?
2. Do you gather the facts from as many sources as possible?
3. Do you formulate solutions in terms of policies and principles?
4. Can you back up your best practical solution with strong arguments?
5. Do you make sure that the solution is applied?
6. Do you always follow up the effectiveness of the solution?
7. Is the manner in which you settle gripes bringing management and the worker closer together?

18. MORALE

CASE STUDIES

THE supervisor must always be on the lookout for ways of increasing in his men their will to work; he has to keep each worker convinced that it is worth his while to put forth his best efforts. Also the supervisor has to be on the alert to uncover and correct anything that is causing dissension in the team.

The development of high morale does not depend entirely upon the relationships between the supervisor and his men; other relationships also have to be considered—the relationship of a man to his job, to his co-workers, and to the company as a whole. The supervisor is the person who can improve these relationships.

Developing high morale is worth while. Where there is high morale, there is little quarreling, tardiness, absenteeism, loafing, or turnover; and the supervisor has fewer behavior problems interfering with production.

CASE 1

You are an assistant in a department where a great many forms and reports must be made out to be signed and forwarded by your chief. He always sends these forms and reports back to you with trifling and insignificant corrections—often no more than one or two words—necessitating a complete redoing of them. As a result, the morale of the department is being lowered because your subordinates are having to do the work twice.

1. What should you tell your subordinates?

2. Should you talk the matter over with the chief? What would you say to him?
3. To what extent is a man in complete charge of his responsibilities?
4. To what extent should a superior show his authority?
5. How would you handle this situation?

CASE 2

You are a member of middle management in a stable old manufacturing company having about one thousand employees. Their personnel policy can be reduced to two items: "A fair day's pay for a fair day's work," and "Each man is expected to know and do his job." They do not believe in personnel "frills."

Recently the labor turnover of younger workers has been increasing steadily. You have asked several of them why they were quitting, and they told you that the company is run by a bunch of old fogies.

Top management is worried because the average age of their employees is quite high, and they want to attract young workers. So they asked you to develop a personnel program for them.

How would you go about developing such a program?

CASE 3

John Jones has been working in your unit for several years, during which time you have had a minimum of contacts with him and have been formal with him. You and he do not get along. It is a personality clash, and you feel that the fewer contacts you have with him, the better. You are quite sure that he feels the same about you. It has always been a sort of armed truce.

Recently the work load in the section has increased quite a bit, and Jones has his share of it. You have been noticing that the quality of his work has been falling off, and he seems to be quite nervous on the job. You have avoided contacting him about it because you did not know how to go about it.

This morning Jones came into your office and began to tell you off. He started by telling you that you are trying to get him—that you want him to lose his job so that he won't be able to meet the payments on his car (which, incidentally is a better one than yours). He says that you are loading him with work and hoping he will crack up, but

that he can take it and that he will outwit you in the end. He then leaves your office and goes back to his job.

1. What might happen if you ignore the situation?
2. What should you do?
3. How might you have handled the case when you first noticed that the quality of Jones's work was falling off?
4. How should you handle cases of personality clashes between workers?
5. How should personality clashes between superiors and subordinates be handled?

CASE 4

Your boss is always telling you to build the morale of your department by sharing information with the workers, explaining the why of their jobs to them, respecting individual differences, etc. However, it seems that he does not believe it necessary to worry about the morale of foremen. His formula seems to be to keep silent when everything is going along well and to call the foremen down when they make mistakes.

1. Evaluate the boss's formula.
2. Do foremen need morale-building programs?
3. Outline a morale-building program that would be effective in relation to foremen.

CASE 5

Joe Brown runs a special machine in your section. Two weeks ago it broke down. Contrary to regulations, Joe took the machine apart and attempted to repair it; however, he was not able to do a good job, with the result that he is now producing quite a bit of scrap.

You notified the maintenance department. The mechanic who came over to fix the machine gave Joe a calling down and did not fix the machine—said he couldn't. You then called the supervisor of the maintenance department and told him about the mechanic's behavior, recommending that the mechanic be sent back to apologize.

The supervisor answered you by saying that the mechanic reported to him that the machine was strained and that a new part would have to be ordered from the manufacturer of the machine. You strongly suspect that this is not true and that the reason the machine is not being repaired is to teach Joe a lesson.

In the meanwhile, Joe is having a difficult time running the machine; he claims that the mechanic made it worse. Joe wants to quit.

1. How does Joe see the situation?
2. How does the mechanic see the situation?
3. How does the mechanic's supervisor see the situation?
4. How do you see the situation?
5. Should you go to your boss with the problem?
6. How should the situation be cleared up?

CASE 6

You are quite conscientious in maintaining the quality and quantity of the output of your department. Your men have been willing to cooperate with you. Lately they are observing that the foreman and workers in the adjacent department seem to be taking it easy; your men are beginning to think that you should let down also. You have spoken to the other foreman about it, and he turned you aside with the remark, "You don't get anything for working hard in this place."

1. What kind of arguments can you give your fellow-foreman?
2. What should you tell your men?
3. What influence does the state of morale among supervisors have upon the morale of the rank-and-file workers? Explain.
4. Should you report the situation to your boss? Why? Why not?

CASE 7

You have under your supervision John Doe, a Negro. Until recently he was a member of a gang working on a group bonus. The production rate of this group was high because the rest of the men, not liking Negroes, drove him for all he was worth.

A few weeks ago the work of the section changed, and the men were set up on individual piece rates. Doe has been working as hard as ever, with the result that he is making a very high bonus. The rest of the men are accusing him of being a rate-buster. He seems to take a delight in showing them up. This antagonizes them.

This morning Doe told you that last night he received a phone call threatening him with bodily harm if he did not slow down on the job.

1. What should you say to Doe?
2. How should you handle the situation?

3. How could you have prevented it from arising?
4. How should you handle pace-setting in relation to piece rates?

CASE 8

In your bookkeeping department there are two unmarried women about thirty years of age who are in active competition with each other—taking accounting courses at night, pirating work, and undermining each other, evidently with an eye to promotion to the one job that will be open above them when an older bookkeeper reaches retirement age in three years. Either young woman could qualify for the promotion.

Both girls have known for ten years that there was only one job to advance to, but it never made any difference to them until just recently. Before that they were good friends, helped one another, and got a great deal of pleasure from the social life of the office. Several of the men in the office were married recently, and now the only single men are very young clerks.

1. What might be some of the reasons for this change of attitude toward each other?
2. Should the situation be allowed to continue? What might be some of the results?
3. What should you do?
4. Is the situation any of your business?

CASE 9

One of your employees is always making belittling remarks about the company and telling his fellow-workers how much more efficient the department would be if he instead of you were in charge. He is especially vocal during the lunch period. His remarks have little influence on the older workers, but they lower the morale of the newer employees. However, his work is good, and he always co-operates with you on the job.

1. How should the situation be corrected?
2. Should you eat with the crew for the purpose of challenging his remarks before the group?
3. How important is attitude?
4. How can the foreman build morale?

CASE 10

Of late the teamwork among your assistants has been decreasing. They seem to be bickering constantly. They complain about the work turned out in one another's sections. They come to you with small gripes and tales about each other. Instead of co-operating, they are faultfinding. In addition, they are protesting about their work loads, which in reality have been increased only slightly.

Last Monday you called them into your office and told them that there was a lack of teamwork among them and that you wanted to know the reason. One of them, Joe Smith, stood up and said, "The root of the whole problem lies in the rank-and-file workers. They are getting too damn independent. No supervisor will be able to get a full day's work out of them until the day when jobs are scarce again. And that day seems to be far off." The rest of your assistants concurred in this reasoning. They all admitted that morale was low and that they would put into operation any program that you would suggest for developing morale among their subordinates. As they were leaving your office, one said in a stage whisper, "We could stand a morale-building program for ourselves."

1. Evaluate Joe Smith's argument.
2. What might be other causes of the low morale?
3. What are the factors to be considered in laying out a morale-building program for the rank and file?
4. What are the steps to be taken in developing such a program for your subordinates to put into operation?
5. What are the differences to be considered in laying out a similar program for building morale among your assistants?
6. What are the steps you should follow in installing such a program?

CASE 11

You would like to develop Joe Doe to be your assistant. He is intelligent and gets along with the other workers, but his work is not consistent. The beginning of each batch of work is very good, but, as the job progresses, the quality falls off. You have told him on several occasions that this stands in the way of his advancement. He says that the beginning of each job is a challenge to him and that, after he gets it under control, he can no longer maintain interest; so he rushes it along in order to get rid of it.

1. Should you bother with Joe? Justify your answer.
2. Assuming that you should bother with him, how would you go about increasing his perseverance?
3. What are some of the causes of lagging interest?

CASE 12

You and the other assistant in the maintenance department work on Sundays, supervising machine overhauling. He works one Sunday, and you work the next one. You are fairly new on the job, but the other man has been there for a number of years and is a close friend of the department head. Frequently during the summer they plan weekends together, and your associate asks you to work for him on these Sundays. Although he always makes the time up to you, you are often inconvenienced because of conflict with your own plans. Rather than disturb the plans of both your chief and the associate, you have always complied; but you have now decided that you cannot do it any longer because it causes too many disappointments for your family.

1. Should you talk to the other assistant?
2. How would you present your argument to him?
3. If the man replies that it is not his idea but the chief's, should you talk to the chief?
4. How is close co-operation among supervisors achieved?

CASE 13

Your boss has several sections under his control. You and the other supervisors of these sections are called into his office quite often for conferences and instructions. The boss is the type of man who pounds his desk and shouts when giving instructions; also he is sarcastic. You don't like being shouted at, and neither do the other supervisors. Many of the men working under you and under the other supervisors have felt the bite of his tongue; as a result, morale is very low and all resent the boss's attitude. The efficiency of all his sections is low, and there are many requests for transfers out of the department.

1. Should you, being senior supervisor, talk this situation over with your boss? If so, what should you say to him?
2. What are some ways of handling this type of boss?
3. Would it be advisable for you—or for all the other supervisors—to go to someone higher in authority than your boss?

4. How could the personnel department help in this situation?

CASE 14

You are head of a department consisting of seven sections. Because your department achieved the highest production record in the plant, your chief rewarded you with a fairly large increase in salary.

Since you got this raise, production has declined in all seven sections, and you attribute it to low morale among your foremen. They are bitter and resentful about getting no raises for themselves. You have discussed this condition with your chief, but he informs you that salaries of section foremen are standard throughout the plant and you will have to solve the morale problem in some other way.

1. What action could have prevented this condition from arising?
2. What are your chief's responsibilities in this case?
3. How are you going to solve this problem?

CASE 15

You are in charge of a section normally employing thirty men. The product is seasonal; so once a year it is necessary to double the number of employees for two or three months, in order to get the product out. There is no way of avoiding it.

Through the rest of the year you have your organization running smoothly: morale is high, and scrap is low. On several occasions you and your section have been commended for efficiency. However, with the hiring of the seasonal help each year, efficiency and morale go down on account of the crowded conditions and the confusion caused by the new men.

The new help generally falls into two categories: those who give a minimum amount of production because they realize that their employment is only temporary and those who work very hard in the hope of being retained when the rush is over.

1. How can morale and production be improved during the rush season?
2. How can you build morale and production among the new men whose output is low?
3. Should the supervisor encourage seasonal workers to give good output, by hinting that there is a good chance that the best workers will be made permanent—even though he has no basis to support such a promise?
4. Can you have high production and low morale?

5. Can you have high morale and low production?
6. Upon what foundation is a combination of high production and high morale based?

PRINCIPLES

Definition of Morale

High morale is an *attitude* which leads individuals or groups to work together as a team to reach a desirable goal with a minimum amount of friction. The members of the team must feel that they are getting something out of their efforts; they must not be exploited, and they must not feel that they are being taken in. Any morale-building program must be sincere; it cannot be a canned program.

Today's Worker

The worker coming into industry today was not raised in the "Children-should-be-seen-but-not-heard" tradition. He is the product of an age of child psychology, self-expression, and participation in home and school, and not the "You-do-this-because-I-say-so" discipline of his father's childhood.

Today's worker has had more schooling and is more independent and insistent on democracy. He is often suspicious of management; he wants to know why things are done the way they are, he wants to be informed, and he has to be sold. He prides himself on his resistance to ballyhoo and propaganda, but he responds to logical explanations and opportunities for intelligent participation.

If he is exposed to an insincere or a canned program, he quickly sees through it and feels that he is being taken in. He reacts violently against it, and his morale sinks. Today's employee may be an irritation to some supervisors, but he is more teachable than the passive type, and, once sold on a genuine and sincere program, he is capable of maintaining high morale through many trying circumstances.

Importance of Morale

For high morale to exist in any organization, there must be a feeling on the part of everyone that the goals are compatible with his in-

terests and that they are attainable more completely and effectively by team action than by the performance of individual stars. Each person must feel that he is making a worth-while contribution to the team and that his team depends upon him.

It is well worth the effort of each supervisor to build and maintain high morale within his work group. He will be amply rewarded by better production, fewer accidents, less tardiness and absenteeism, fewer mistakes, and a willing team spirit on the part of his employees. On the other hand, if low morale exists within his group, his workers will be against him, production will be at a minimum, and quits will be high. A measure of the value of high morale is the difference between the quality and quantity of work that is required to avoid censure (or to stay on the payroll) and that which is the best performance of which the employee is capable.

Factors That Promote High Morale

In order to develop high morale, it is necessary to create an atmosphere conducive to high morale. High morale and high production result when the supervisor himself has a chance to develop it among his work crew. He has this opportunity if he is not being continually hounded for more and more production and forced to be breathing down the necks of his subordinates to get out more work; if he can spend more time in leading instead of pushing his crew; if he has the time to train them; if he has the time to encourage them; if he has the chance to correct them constructively; and if he has the time to show an interest in them.

As for the supervisor himself, he must feel secure. He must feel that upper management is behind him. He must know where he stands in the company, and he must feel that his recommendations carry some weight. He must be a definite part of the management team.

In relation to people in general, each person:

1. Needs to feel important.
2. Needs to feel that he is a real part of his unit.
3. Needs to understand the significance of his part to the whole.
4. Needs to feel that his pay and his treatment on the job are fair.
5. Needs to express his gripes.

The Job as a Factor in Promoting High Morale

A man's adjustment to the job that he is doing is an important factor contributing to the state of his morale. A man has high morale in relation to the job when the job is somewhat of a challenge to him and he is able to meet the challenge. He must be fitted for the job. He must be trained to do it successfully, and he must have some means of measuring success. He must feel that what he is accomplishing is worth while and meaningful. He must be able to do his job satisfactorily with the equipment that he has available. The machines, the tools, and the materials must be in such condition that he is not fighting them all the way through the job.

The supervisor can aid a man's adjustment to his job by training the man up to the job, properly fitting him to the job, explaining the why of the job, letting the man know what is expected of him, seeing that he has good tools and equipment, and providing good working conditions.

Teammates as a Factor in Promoting High Morale

A man may be well adjusted to his job, but this alone is no guarantee of high morale. It is necessary that he be adjusted to the group he is working with—his teammates.

Man is a social being. We Americans are great joiners. Most of us like to be on teams or associated with teams. We like the competition, the participation, the struggles, the successes, and even the giving and receiving of sympathy when there is failure. Thus, when a man comes on the job, part of his problem is that of being accepted on the team.

Part of the supervisor's job is to build up the team spirit among the employees of his unit. Members of the work team will develop high morale if they feel that they are playing an essential role on the team. They must know that what they are doing is necessary; this must be pointed out to them. Further, they must feel that the rest of the team knows that theirs is a necessary job. Nobody wants to feel that he is extra baggage. Also each team member wants to feel that he can, if necessary, get help from the other members; that is, he looks for protection or security within the group. He may like to compete with the other members of the group, but he wants to avoid destructive conflicts. He wants to belong to a group that has likes and dislikes that somewhat resemble his own.

Thus, fitting the man and the job calls for something more than fitting a man to his tasks; it also requires fitting him to the team. People want to feel that they have a definite niche or position on the team. They want to feel not only that they belong but that they occupy a specific place in the group.

The supervisor needs to be always on the lookout for the factors that are building the team and the factors that are undermining it. It is his job to encourage the former and to root out the latter. His is the job of developing a group that is relatively homogeneous, composed of people who can get along reasonably well together and who are not basically antagonistic to one another. He must use care in mixing certain nationalities and people of dissimilar ages and social backgrounds. He must encourage those factors in the team that build morale, such as friendliness, socializing, and helping one another. He must discourage among his workers those factors that lower morale, such as passing the buck, criticizing, belittling, and excessive kidding.

The Supervisor as a Factor in Promoting High Morale

The supervisor is the captain of his work team; thus the team members look to him for leadership. He is expected to make good decisions. He is expected to protect the interests of his group when they are being threatened from the outside. High morale is promoted among the members of a work group when the supervisor assists them in solving their problems, gives them opportunities to participate in decisions, keeps them informed, gives them security and recognition, avoids arbitrary action, and treats them as human beings, not as cogs in a machine.

On the other hand, if the supervisor engages in destructive criticism, snooping, faultfinding, favoritism, and the like, morale will be low.

Following are five principles for promoting the worker's morale:

1. Let each employee know how he is getting along.
2. Point out ways to improve.
3. Give credit when due.
4. Tell the employee in advance about changes that will affect him.
5. Make the best use of each man's ability.

The Company as a Factor in Promoting Morale

The relationships the individual has with his job, with his teammates, and with his supervisor do not give the complete story about morale. It is necessary to consider the relationships between the individual and the whole organization—the company.

People want to be proud of the organizations, the societies, and the lodges they belong to. If they find that the ideals of such organizations are abused or the members exploited, their loyalty is shaken, and they become the severest critics. An organization with a black eye takes years to get over it. All this is true in relation to any company. The employee and all his family are continually looking for things to make them proud of the place where he works. Some companies neglect to tell their story to their employees and to the public, while others spend large sums on institutional advertising and public relations. It is necessary for the supervisor to be on the inside, to be informed, to have high morale himself, so that he can build and maintain in his group a pride in and loyalty to the company.

CONFERENCE TOPIC

DEVELOPING AND MAINTAINING HIGH MORALE

FOLLOWING UP ON THE JOB

Morale Changes within the Unit

Are the following increasing or decreasing?

Gripes and grievances	Accidents
Quality of output	Tardiness
Quantity of output	Absenteeism
Scrap	Transfers out
Quits	

The Worker and His Job

1. Is each worker fitted to his job?
2. Do some workers need additional training?
3. Does each worker know what is expected of him?
4. What is the condition of the machines? Tools? Materials?
5. How are working conditions?

The Worker and the Team

1. Are cliques forming?
2. Is someone being made the goat?
3. Is there buck-passing?
4. Is there a friendly give and take?
5. Is there quarreling?
6. Are workers co-operating with each other?

The Worker and You

1. Do you let each worker know how he is getting along?
2. Do you point out ways to improve?
3. Do you take a friendly interest in his problems?
4. Do you give credit when due?
5. Do you tell him in advance about changes that will affect him?
6. Do you give him encouragement?

The Worker and the Company

1. Are you squelching rumors with facts?
2. Are you selling the company to your men?
3. Do you point out the advantages of working for this company?

SUMMARY OF PART IV

MAINTAINING THE WORK TEAM

The maintenance of the work team depends to a great extent upon the supervisor's ability to understand people both as individuals and as members of a group. Not only must he be able to uncover and remove the deterrents to the will to work, but he must be able to stimulate this will in a positive manner.

As a supervisory leader, he practices the principles of good leadership, not in a vacuum, but in a working environment that restricts him. He recognizes the limitations on his authority and responsibility and works within them or modifies them when possible.

In handling problems of discipline, tardiness, and absenteeism, he investigates the causes and tries to remove the conditions that breed behavior detrimental to the team.

In the settlement of gripes, he gets at the causes of the frictions

that are tending to disrupt his group—and he does it before the gripes have a chance to develop into grievances.

Not only does he remove obstacles, but he also stimulates his workers in a positive manner by recognizing and promoting the factors that lead to high morale and high production.

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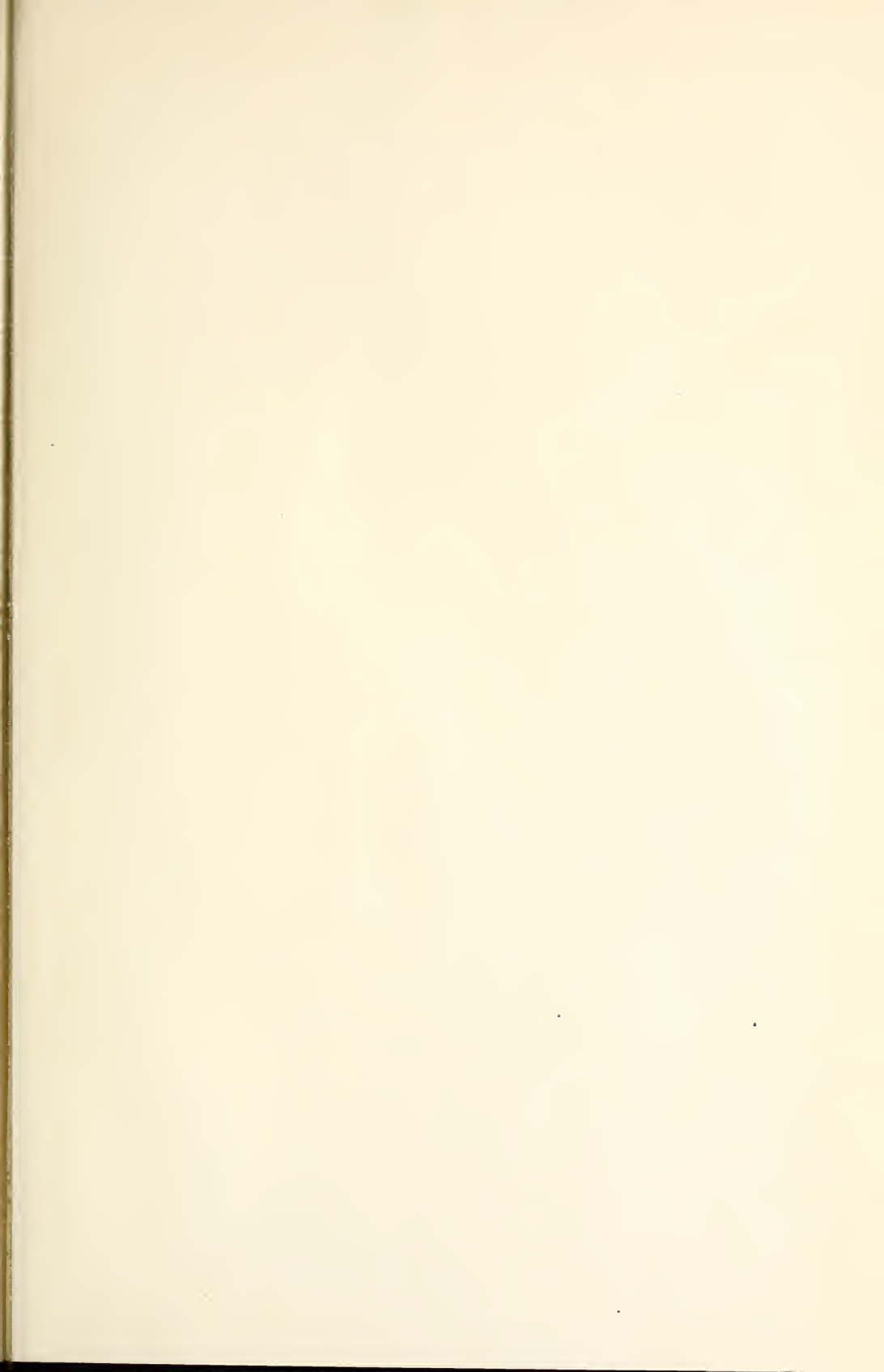
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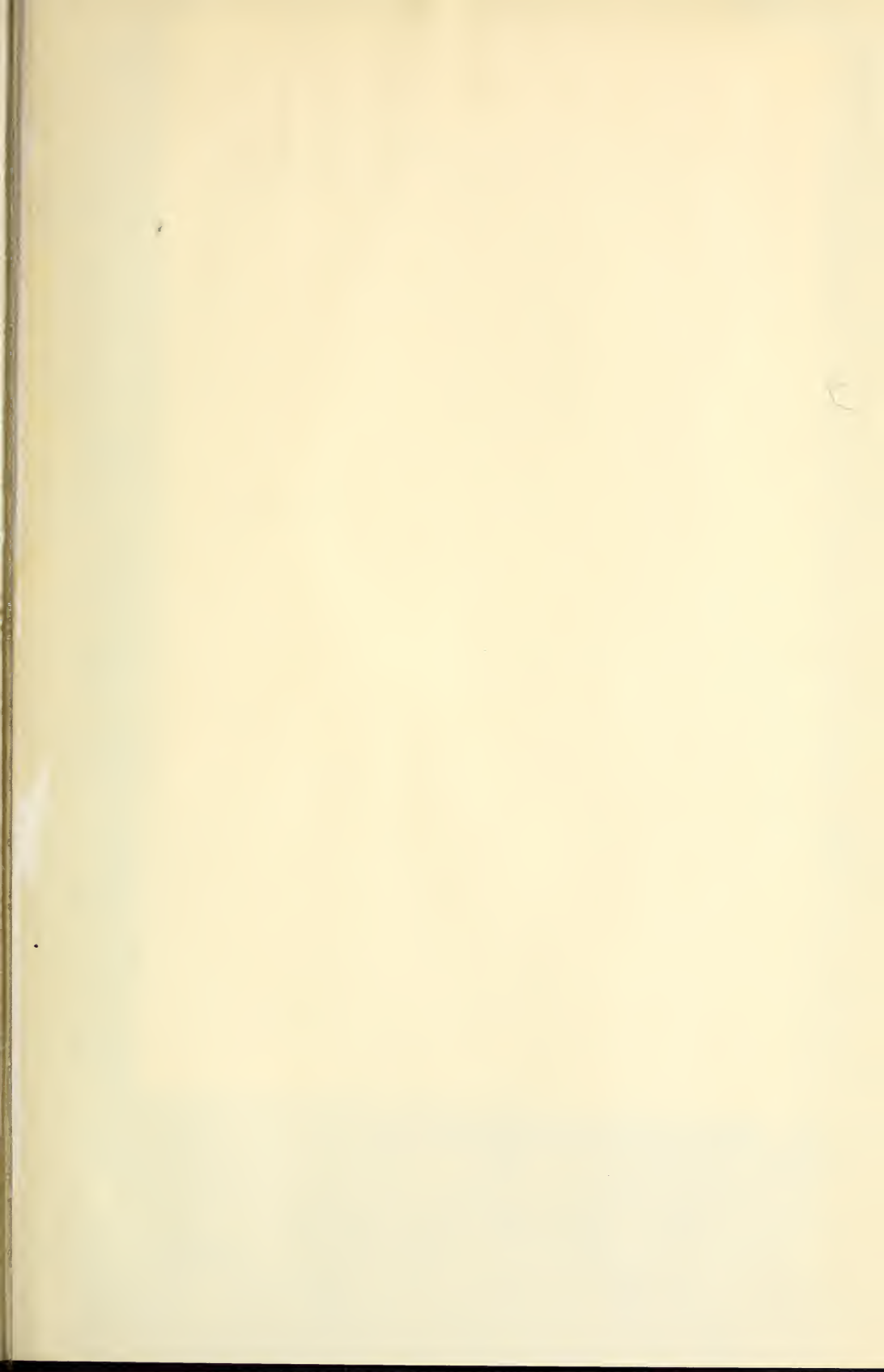
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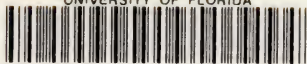




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